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UNIVERSITY OF ALBERTA

FACTORS INFLUENCING THE PROFESSIONAL ETHICAL BEHAVIOUR OF SCHOOL PRINCIPALS IN NEWFOUNDLAND AND LABRADOR

BY

JAMES ROBERT JEFFERY

©

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA
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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled FACTORS INFLUENCING THE PROFESSIONAL ETHICAL BEHAVIOUR OF SCHOOL PRINCIPALS IN NEWFOUNDLAND AND LABRADOR submitted by JAMES ROBERT JEFFERY in partial fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

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Date: April 18, 1990

ABSTRACT

The primary purpose of this study was to utilize the perceptions of school principals in Newfoundland and Labrador in identifying and describing those factors which influence their professional ethics. A secondary purpose of the study was to determine if the identified ethical factors and considerations utilized in non-normative situations, varied according to selected school, respondent, and organizational characteristics.

Data were gathered using a questionnaire which included 66 fixed response items as well as 10 open-ended response items directly related to two given scenarios. The sample for this study consisted of 129 randomly selected K-12 school principals in Newfoundland and Labrador. The response rate was 85.2%. Statistical data were analyzed through one-way analysis of variance, t tests, factor analysis and Pearson correlation coefficients. The open-ended comments on the scenarios were subjected to content analysis.

The results of the factor analysis were 17 factors. A number of these factors were significantly related statistically to school setting and school size. As well, there were significant relationships with the principals age, gender, level of education, commitment to the beliefs of a church, familiarity with the Newfoundland Teacher's

Association Code of Ethics, and written and unwritten school board ethical guidelines.

A content analysis of comments related to the two scenarios confirmed two major ethical approaches utilized by the respondents in dealing with situations in which there was an absence of specific ethical policies and guidelines. However, no conclusive reasons could be advanced for the respondents' pattern of selecting various approaches in dealing with the ethical dilemmas posed in the two scenarios.

The study concluded with recommendations for further research into the topic of organizational influences on the ethical decision-making of school principals. As well, the need was advanced for an up-to-date model to describe the ethical decision-making processes associated with the school principalship.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Many prominent writers allege that ethical concerns and consideration of values have been forgotten or overlooked in the study and practice of educational administration (Hodgkinson, 1978; Miklos, 1978; Enns, 1981; Sharples, 1984, Greenfield, 1985; Kimbrough, 1985; Rizvi, 1985).

As well, writers have observed that many of the issues and significant problems that confront school principals in the late 1980s, exhibit definite and pervasive ethical overtones. In fact, some writers have commented that matters involving ethical decisions and actions have become a normal and routine part of educational practice and administrative life (Hodgkinson, 1978; Sola, 1984; Crowson, 1986). As Strike et al. (1988) claim: "Administrators deal with fairness, equality, justice, and democracy as much as they deal with test scores, teacher's salaries, parents, and budgets" (p.14). It is in the process of decision-making that administrators are called upon to act responsibly and to do their utmost to make the "right" choice. Hodgkinson (1978, p.50) has observed that administrative decisions are made for, and about others, and thus bear a special "moral" aspect.

Some of the current, out-of-school issues, requiring ethical considerations, centre on the polarization of unique societal groups with different beliefs (Kimbrough, 1985). Diverse racial, ethnic, and religious groups in society often confront one another over educational values. As well, different generations often do not have the same values and society's educational stakeholders often "disagree about desirable policies, procedures, and outcomes" (Ashbaugh & Kasten, 1984, p.195).

Within the school setting itself, there are numerous situations which can generate ethical concerns. There are opportunities for principals to manipulate and deceive individuals, to treat students and teachers as objects, and to lapse into immoral, unprofessional conduct (Miklos, 1978; Enns, 1981; Thom, 1983; Crowson, 1986; Hostetler, 1986). As Kimbrough (1985) has observed, "educational administrators have a special need to observe high moral standards in the face of multiple temptations"(p.3).

The particular role of the school principal also provides opportunity for many and varied ethical concerns. Hodgkinson (1978) has observed that the administrator is in an interface position, standing "at the nexus of organization and environment"(p.16). Campbell et.al. (1977, p.205) observed that principals are positioned squarely in the middle of several groups. They are the pivotal link between society, students, teachers, and parents on the one hand, and the policy making structure of governments, school boards, professional organizations, and superintendents on the other. Because principals are often charged with making decisions which must consider *all* these groups, they must, as Kimbrough (1985) noted "be their own ethicists in determining right from wrong in nebulous situations" (p.47). As well, they must often "think through defensible positions on difficult ethical questions" (Strike, Haller & Soltis, 1988 p. ix.).

PURPOSES OF THE STUDY

During the last two decades the school principal has become the focus of a heightened interest by scholars in the field of education. Researchers have examined the principalship from many different perspectives. These have included the role of the principal (Miklos, 1983), principals' job satisfaction (Friesen, Holdaway, & Rice, 1984; Gunn & Holdaway, 1985), the link between principal effectiveness and school effectiveness (Leithwood & Montgomery, 1986), and the everyday worklife of the principal (Kmetz & Willower, 1982; Pitner & Russell, 1985-86).

However, a review of available literature appears to reveal a dearth of research into the ethical concerns and considerations experienced by school principals. In particular, what factors influence school principals as they determine different ethical courses of action? Of special interest also, is the question regarding the varied ethical considerations which influence the decisions of school principals in circumstances where there are no specific professional or organizational (school board) ethical policies or guidelines?

Thus, the main purpose of this study was to use the perceptions of school principals to explore, identify, describe, and categorize those factors which influence their professional ethical behaviour. As well, perceptions were sought about the ethical considerations utilized by school principals in nebulous situations, where there is often an absence of normative ethical guidelines and policies.

A secondary purpose of the research was to determine whether the ethical influence factors and ethical considerations employed by principals are contextually based. In the literature on the school principalship, contextual distinctions are noted between secondary school principals and elementary school principals, and urban and rural school principals (e.g. Kmetz and Willower, 1982; Leithwood, 1986). Differences are also apparent within groups. Kmetz & Willower (1982, p.74) noted various differences among principals and argued that these could "be attributed to such things as administrative style, personal preference, and *situational factors like school design and size or environmental demands*"(emphasis added). Crowson &

Porter-Gehrie (1981, p.49) have observed that little attention has been paid, in research, to the work of principals in their various organizational and societal/community contexts.

In this study, the question of how ethical influence factors are related to the principals' school, personal, and selected organizational characteristics is examined. School characteristics included the variables of size, setting, and school level. Personal characteristics examined were gender, age, level of education, current commitment to the beliefs of a church, and familiarity with the Newfoundland Teacher's Association Code of Ethics. Organizational characteristics were written and unwritten guidelines as espoused by the respondents school boards.

The Statement of the Problem

To explore the ethical influences on the school principals professional considerations and actions, answers were sought to four general questions. These questions have guided this research project, the development of the questionnaire, the analysis of data, and the discussion and presentations of the findings.

1. As perceived by school principals, what are the factors which influence their professional ethical behaviour?
2. Do the perceived ethical influence factors vary according to school characteristics (size, setting,

level); personal characteristics (gender, age, level of education, current religious commitment, familiarity with the Newfoundland Teacher's Association Code of Ethics), and organizational characteristics of written and unwritten ethical guidelines?

3. What are the ethical considerations which influence principals as they deal with situations in which there is an absence of normative ethical policies and guidelines?
4. Do the ethical considerations in these non-normative situations vary according to school characteristics (size, setting, level); personal characteristics (gender, age, administrative experience, course work in educational administration, current religious commitment, familiarity with the Newfoundland Teacher's Association Code of Ethics); and organizational characteristics (written and unwritten ethical guidelines)?

Because the study was descriptive and to some extent exploratory, no research hypotheses were generated. Besides these general questions, the current literature on ethics in educational administration served as a conceptual guide.

JUSTIFICATION FOR THE STUDY

In a world that grows more complicated, there is renewed interest in the ethical problems that society faces. As the Task Force on Ethics at the University of Alberta noted, "Society today faces [ethical] dilemmas of far greater complexity than any previous era"(p.1). These societal dilemmas have directly influenced schools, school administrators, and the study of educational administration.

As Hodgkinson (1978, p.146) observed

> The opportunities presented by organizational life for various forms of value sickness or pathology are manifold. This subject demands more exploration, but already it is clear that because of his power position the administrator faces uncommon demands of a value nature.

Riffel (1986) concurred with this view noting that "Seen comprehensively, most aspects of life and work in organizations are ethically problematic and merit sustained analysis" (165). Crowson (1986) determined that in their jobs, principals were frequently confronted with moral dilemmas and ethical "shoulds". As Enns (1981) commented "the ethical-moral variable is crucial in administration. It is an area for further investigation and analysis in the development of administrative knowledge"(p.8).

Theory and research on ethical concerns associated with the study of educational administration seem to provide little help. Indeed, the training of educational administrators appears to reveal a dearth of ethical considerations (Enns, 1981; Kimbrough, 1985). As Miklos (1978) observed "inadequate attention has been given to the moral and ethical components and dimensions of administrative action"(p.4). He urged that this area be attacked through scholarly inquiry. As Sharples (1984) concluded, "The major concern for some time to come will be to redress the imbalance that has evolved between the technical and moral aspects of administration"(p.33).

In summary, very little research has been undertaken in this important area of educational administration. It is a complex area for study, made difficult as Immegart and Burroughs (1970) suggested because "of the impingement of societal, personal, professional, organizational, and means ethics" (p.105). However, as Kimbrough (1985) has admonished, "The formal study of administrative ethics is essential if administrators are to cope effectively with the complex problems they face"(p.46).

This study, which examined the many factors associated with influencing the professional ethical behaviour of school principals in Newfoundland and Labrador, will serve to address some of those needs.

Practical Significance of the Study

In the 1980s, professional occupations must have an articulated set of ethical standards. Thoughtful, well developed administrative ethics strengthen school administrators as they deal with increasing numbers of ethical dilemmas and conflicts. As Rich (1984, p.25) wrote:

> The study of professional ethics cannot be a sufficient condition for impeccable ethical practices, but it can provide a background of knowledge, understanding, and appreciation for ethical behaviour.

Sharples (1984) observed that "by having a well developed set of educational values, an administrator is no longer subject to the vagaries of fashion like the reed in the wind...(p.37). Thom and Klassen (1986) concurred by observing that "the administrator who draws all of his cues of behaviour from others and lacks a solid value system of his own will be as lost as a ship without a compass, chart and pilot"(p.131).

It is hoped that this study will provide a better understanding of how a multiplicity of distinctive elements, influence the professional ethical behaviour of school principals. As well, it is hoped that this study will generate awareness and discussion of ethical thought and practice in the decision-making processes of school principals.

DEFINITION OF TERMS

Within the domain of this study are the following general and operational definitions of significant terms.

In all instances the definitions are drawn from relevant literature.

Ethics. Concern questions of right and wrong...duties and obligations, rights and responsibilities. Within the context of this study, it is assumed that there is no important philosophical distinction between the commonly used terms "ethics" and "morals". Both terms denote the principles of right and wrong in conduct. As such, ethical discourse is characterized by a unique vocabulary including words such as "ought" and "should", "fair" and "unfair".

Values. Values refer to a persons' belief structures. Values concern what people like or believe to be good. Often there is nothing right or wrong with a persons values. They are a matter of free choice.

Professional Ethical Behaviour. Refers to ethical considerations and actions associated with a given profession. Other synonymous terms are "professional ethics" and "administrative ethics". For this study, reference is to both professional, educational, and administrative ethical considerations and actions.

Value judgements. Judgements about what a person likes or wants. These judgements concern preferences or matters of taste.

Moral judgements. Judgements which tell individuals what they ought to do and what they ought not to do. They tell individuals what their duties are.

School Principal. Reference here is to the person designated as directing the operations of a school, Kindergarten through Grade 12.

Societal ethics. Universal obligations for which each member of a society is responsible. Societal ethics represent the collective or "normative" good sense or proper behaviourial desires of a society.

Personal Ethics. Those duties or obligations (standards) which an individual feels personally responsible to uphold. These individualized behaviourial standards result from experiences, interactions, and expectations of individuals throughout their lifetime. They are indeed part of the very fabric of an individual's personality.

Professional Ethics. Guidelines for professional behaviour. Professional educators often have a formalized Code of Ethics, consciously and deliberately evolved, which gives members guidelines for dealing with moral and ethical problems they face.

Organizational Ethics. Policies, normative standards, and legal structures which govern and regulate all human behaviour within an organization.

Means Ethics. Day to day behaviour - approaches, procedures, and strategies of school administrator as they work with students, teachers, and parents. These methods are often behaviourial and pragmatic, and concern ethical ramifications which are not always explicit and normative in nature. Examples include how a principal should deal with a child that has been mistreated by a teacher or how to motivate teachers (through force or encouragement?).

ASSUMPTIONS, DELIMITATIONS AND LIMITATIONS

Assumptions

Basic to this study were the following four assumptions:

1. The conceptual framework of Immegart and Burroughs (1970) was pertinent in assessing the factors which influence the professional ethical behaviour of school principals in Newfoundland and Labrador.
2. The significant factors influencing the professional ethical behaviour of school principals could be measured by a questionnaire which contained forced choice responses and provision for open-ended replies.
3. The selected respondents were aware of, and could judge, the influence of significant factors on their professional ethical behaviour through the use of a questionnaire.
4. Principals would provide authentic and accurate responses to the questionnaire.

Delimitations

The primary delimitation of this study was that it focused on, and data were collected from, a random sampling of 129 school principals in Newfoundland and Labrador.

Limitations

Several limitations are imposed on this study by the above noted assumptions and delimitations.

1. First, data collection was limited by the instrumentation used. A questionnaire is a convenient means of surveying representatives of a large population. However, the substantial reliance upon a Likert-type scale questionnaire instrument will limit the kinds of perceptions which can be expressed.
2. Second, even though extensive use was made of scenarios and open-ended items, these also are limited by the extent to which they can measure the variables being studied.
3. Finally, the accuracy of the questionnaire will be limited by a reliance upon perceptual data.

ORGANIZATION OF THE THESIS

A general introduction to the study has been provided in Chapter 1. The purposes of the study, as well as the justification for and significance of the study are given. Prominent terms were defined and the assumptions, delimitations and limitations of the study outlined.

A summary of current literature on topics related to ethics in school administration is presented in Chapter 2. At the end of this chapter is presented a discussion of the conceptual framework. This framework is designed to demonstrate the theoretical linkages among the major variables.

Chapter 3 contains an outline of the development of the research instrument, the methodology used in data collection, and the data analysis techniques employed.

Chapter 4 contains a extensive profile of the 110 school principals from across Newfoundland and Labrador who responded to the questionnaire.

In Chapters 5 and 6, analysis is provided of both the quantitative and qualitative data. The four Research Questions are addressed in detail. As well, the resultant significant factors, the linkages discovered, and the contextual distinctions among the school principals are presented.

Chapter 7, the final chapter, provides a summary of the study. The findings of the study and conclusions drawn from the data are presented. As a conclusion, implications for researchers, theorists, and practitioners in educational administration are provided.

Chapter 2

REVIEW OF THE LITERATURE

Brief overviews of four important components directly related to ethical influences and behaviour in school administration are provided in this chapter. The relationship that ethical and moral considerations have held within the formal study and practice of educational administration is considered in the first section. A variety of traditional sources of ethics are examined in the second section. These philosophical underpinnings provide the basis for personal, societal, and organizational ethical standards.

The third section surveys relevant theory, research, and writings related to ethical considerations in educational administration. In addition, recent societal interests in ethical behaviour and the direct impact of these concerns on school administrators will be examined. The last section contains the conceptual framework for this study.

ETHICS IN EDUCATIONAL ADMINISTRATION: AN OVERVIEW

The Historical Perspective

How have ethical considerations been viewed in educational administration? Simply put, early students of administration looked at organizational behaviour from the vantage point of technical job analysis. There was little, if any, concern about the ethical element. Researchers observed administrators and organizations at work, specified the component tasks to be performed, and suggested organizational structures to maximize efficiency of work done. By 1904, the impact of the Hawthorne Studies resulted in the prominence of human relations and democratic practices in organizations. This often meant a series of prescriptions on how conditions in organizations ought to be. Theory only touched briefly on how persons in an organization ought to behave.

During the 1930s, Chester Barnard stood alone in emphasizing the role and value of ethics held by administrators. He wrote of the "moral factor", those ethical influences exerted by administrators in charge of organizations. Barnard's classic book, *The Functions of the Executive* (1938) stands as a landmark in the description and development of two significant aspects of organizational leadership, the technical factor and the moral factor. In Barnard's opinion, the moral factor substantially determined the administrative quality of action. His writings stressed the need for, and importance of, honesty, sincerity and integrity in management practices.

Throughout the 1940s and early 1950s, educational administration research continued to be concerned with the technical aspects of administrative life. As Hoy and Miskel (1982) noted, this period in educational administration emphasized "a democratic approach long on rhetoric and woefully short on research and practice" (p.11).

However, in the late 1950s, the behaviourial "positivistic" science research approach was formally adopted by the University Council for Educational Administration (UCEA). A few significant theorists, Getzels and Halpin at Chicago, and Griffiths at NYU, took the first steps toward looking at educational administration through scientific eyes (Walker, 1984, p.14). This significant shift in theory base suggested a major consideration of concepts, assumptions, and generalizations. The new function of educational administration theory was to empirically describe, explain, and predict regularities in behaviour. Educational administration declared that it was not now concerned with axiology, the study of values and ethical considerations. As Simon (1957, p.253) concluded:

> An administrative science, like any science is concerned purely with factual statements. There is no place for ethical assertions in the body of a science. Whenever ethical statements do occur, they can be separated into two parts, one factual and one ethical; and only the former has any relevance to science.

By the 1960s, the full scale "theory" approach had emerged to guide the study, teaching, and research associated with educational administration. This "theory" movement emphasized analysis, a disciplined orientation, and theoretical research. Educational theory was based on logical, rational, explicit, and quantitative practices. In addition, interdisciplinary concepts were incorporated and major emphasis was placed on the technical and managerial aspects of administration (Miklos, 1978). While this movement gave credibility to the new field of educational administration, scant attention was paid to the ethical and moral component of administrative training (Enns, 1981).

Ethical Codes: Attempts to Fill the Gap

Failure to come to theoretical grips with the numerous value questions inherent in administrative behaviour, led to the introduction of ethical codes. The American Association of School Administrators (AASA) was the first educational organization to attempt to bridge the gap, between a "value free" organizational stance and individual value concerns. In 1966 it adopted its first written code of ethics.

What is the value of ethical codes? As Abbott (1983) explained, "ethical codes are the most concrete cultural form in which professions acknowledge their societal obligations" (p.856). In essence, ethical codes simplified factors and clarified the ethical issues, yet left the resolution to the individual's conscience. As Frankena (1973), claimed, "external rules, may and generally do, at least to some extent, become "internalized" or "interiorized", that is, the individual takes them as his own and regulates his own conduct by them"(p.8). Obviously it is important to understand and observe a professional code of ethics.

Peters (1966) has argued that a minimal code of basic rules was in any man's interest to observe. Enforced ethical codes serve three very important functions. First, they insure clients that professional services will be given in accordance with reasonably high standards. Second, they show that professionals were serving the public interest and third, they provided uniform rules and standards by which members could judge what is acceptable behaviour (Rich, 1984). As Kneznevich summarized, professional ethical codes were created "To fill the voids created by failure of an individual's conscience to function in certain situations or by the inability to cover everything in a statute...." (cited in Immegart & Burroughs, 1970, p.16).

Not surprisingly, many writers questioned the usefulness of written codes of ethic. Some writers showed through research that significant discrepancies existed between acceptance of a professional code and adherence to that code in actual practice (Dexheimer, 1969; Guiffre, 1978). Undeniably, codes of ethics could not be designed to cover every situation or to act as a complete standard of morality for educational administrators (Kimbrough & Nunnery, 1983). In fact, codes could not resolve many ethical dilemmas and conflicts, even though they did give individuals a set of principles useful in addressing ethical problems.

Some writers observed that ethical codes contained vague, general statements which made them useless as guides in decision making (Ashbaugh & Kasten, 1984). Farquhar (1981) spoke of "operationally useless "clotheslines" of generalities that typically pass for "codes of ethics" (p.193). As Sola (1984) concluded "One simply has to look at the numerous codes of ethics to see that they tend to be, in many instances, quite useless" (p.4).

Ethical Concerns in the 1970s-80s

The widespread acceptance of ethical codes in medicine, law, business, and education during the 1970s did not dampen grave concerns that the "theory" movement in administration had failed to deal adequately with ethical issues. Immegart and Burroughs (1970) described the pervasiveness of ethical concerns in administration because of the growing complexities of organizations. Greenfield (1985) argued that "we must recognize that when an administrator makes a decision, he does so not so much from the facts, but out of values that form and order the facts" (p.3). Hodgkinson (1978) described administration as "a value-laden, even value saturated enterprise" (p.122).

During this period, the two main journals of educational administration appeared to have overlooked ethical considerations. McPherson (cited in Rizvi, 1985) allowed that only six percent of the articles in *The Journal of Educational Administration*, from 1960-84 dealt with ethical concerns. As well, Ashbaugh and Kasten (1984) examined 347 articles in *Educational Administration Quarterly* from 1965-1984. Using a generous interpretation of ethics, they identified fewer than seven percent of the articles as related to ethical issues in administration.

Scholarly research and theory in this area was also limited. Miklos (1978) argued that "ethical and moral considerations are more pervasive in administrative decision-making than is reflected by scholarly activity in the field of study...."(p.3). Hodgkinson's (1978, 1983) concern for the lack of interest in administrative values led to the development of a major theory of values. Yet writing and research was limited. A major conference on ethics in administration, scheduled to be held at the University of Alberta in the late 1970s was cancelled because of lack of interest (Thom, 1983).

The training of educational administrators during this period appeared to lack concern for the ethical problems involved in the practice of educational administration (Farquhar, 1981; Klassen & Thom, 1985; Sharples, 1984; Riffel, 1986). As Greenfield (1985) summarized, "while there have been attempts to address the moral dimensions of practice....few professional preparation programs emphasize those dimensions explicitly" (p.99).

Through the 1980s, the continued thrust of many authors was for activity away from the "values free" approach of the "theory movement" to a renewal and concern for ethical awareness. Various authors deplored the dearth of literature in educational administration dealing with ethics. As Enns (1981) concluded, "our sin has been, and is, that we....have pushed the ethical-moral aspects of what we do into second place" (1981, p. 1).

A CONSIDERATION OF ETHICS IN EDUCATIONAL ADMINISTRATION

Introduction

Through the late 1970s and early 1980s, the sentiment slowly emerged that administrator's work in environments in which ethical and moral problems occur on a regular basis. It was obvious that schools and school administrators could not easily avoid ethical questions associated with the growing practice of educational administration. Farquhar (1981, p.192) commented that:

> Concern in educational administration has been heightened by such developments as the stress on accountability and efficiency; the use of sophisticated technology in such areas as information control and chemical, electronic, psychological, and biological approaches to trait and behaviour modification.

As Callahan (1982) asserted, "perhaps we are dealing with the same old moral dilemmas, but those broad dilemmas now have so many subdilemmas attached to them, that each has taken on a bewildering complexity in its own right" (p.340). For practising administrators the burgeoning number of ethical issues in a variety of areas, invited substantial thought and development about practical value stances.

Societal Concerns About the Influences of Education

The educational hopes and aspirations of different racial, ethnic and religious groups in society called for the re-examination of administrative ethics. Parents, concerned about educational policies, procedures, and outcomes, spirited educational administrators to develop a set of ethical values which could provide the basis for decision making.

As well, concerns were expressed about the emerging role of schools, teachers, and administrators to be "models" in society. Gross (1978, p.293) demonstrated the need for those associated with schooling to be "models of ethical conduct" because of the decline in influence of traditional value foundations such as the community, the church, and the home.

Ethical Concerns About Organizations

The organizational structures within which schools operate have lead to many, and varied, ethical dilemmas (Enns, 1981; Kimbrough, 1985; Strike, Haller & Soltis, 1988). Hodgkinson (1978) noted that, "The opportunities presented by organizational life for various forms of value sickness or pathology are manifold" (p.146).

Thom and Klassen (1986) noted the pressure on administrators to act in response to requests and demands of politically based interest and pressure groups. For many administrators, their tenured position was often renewed every three to five years and subject to "political" pressure. As Riffel (1986) summarized "Seen comprehensively, most aspects of life and work in organizations are ethically problematic and merit sustained analysis"(p.165).

Power and Authority

The role of leadership carries with it tremendous power and far-reaching responsibilities. The position requires not only being answerable or liable for legal review, but answerable for the exploitation and manipulation of that power. In many ways school administration is a political vocation. As Weber (cited in Hostetler, 1986, p.33) observed, the politician must possess an "ethic of responsibility". School administrators must be responsible for the consequences of their actions in the here and now.

Because of their authority positions, administrators face uncommon demands involving possibilities for the misuse of power and authority with the manipulation and mistreatment of individuals (Thom, 1983; Hostetler, 1986). Hostetler (1986) noted that the push for effectiveness and excellence in schools has caused principals to treat people as means to be manipulated for one's own advantage. Thom (1983) commented that "many administrators seem not to approach the managing of their employees, the teachers, with an air of human decency and a belief that humans can develop to a desired end with guidance and time"(p.80). Enns (1981) noted that this uncaring, depersonalized attitude may be the single, most dysfunctional and immoral aspect of school organizations.

All too often manipulation, deception, and information control and distortion are normal practices in educational administration (Loewen, 1983). As Miklos (1978) concluded, deception often "is a component of accepted administrative practices" (p.3).

Concerns with Moral Autonomy

The assumption of personal responsibility is almost lost in modern man. The slavish dependence on good opinion, group identification, and group decisions has almost obliterated the autonomous administrator. The desire for impersonality and anonymity has led to what Frankl (1984) submitted as the greatest problem in Western civilization, the "existential vacuum" or meaningless. Many studies have shown the major problems of our time to be the loss of individual identity, the rise of what some have called a "herd" consciousness, and lack of meaning and direction in life.

The theme, from many different sources, is that man derives his values from the group, has few independent beliefs and convictions, and has little idea of who he is or where he is going (Rich, 1968). As Bloom (1987, p.141) has stated

> there is now an entirely new language of good and evil, originating in an attempt to get 'beyond good and evil' and preventing us from talking about good and evil anymore. The new language is that of value relativism" (p.141).

Moral behaviour and moral autonomy are not the expected pattern of development in our society. Indeed, conformity and adjustment are. Rogers (1961) noted that the most important question for the creative individual is "Am I living in a way that is deeply satisfying to me, and which truly expresses me" (p.119).

Greenfield drew attention to the fact that in orthodox administrative theory, the abstract organization has taken over from the individual. He was concerned with the case of the "disappeared individual" and felt that the individual administrator should reappear as "thinker, doer, actor, choice maker, power wielder, and -- most importantly -- as builder and arbiter of values" (1984, p.19).

Strike & Soltis (1985) pointed out that refusal to accept responsibility for one's self in a fundamental way, is to refuse to be a person. As Nietzsche concluded "modern man is losing, or has lost, the capacity to value, and therefore his humanity" (cited in Bloom, 1987, p.197,198). These sentiments have been echoed by several authors in educational administration (Sola, 1984; Kimbrough, 1985; Strike, Haller & Soltis, 1988).

PHILOSOPHICAL BASES FOR ETHICS

Historical Perspectives

The fundamental question through the ages in the consideration of ethical matters has revolved around whether decisions are to be based on reasoned objectivity, affective subjectivity, or appeal to a higher normative standard? What then is the proper place of reason, emotion, or an appeal to a written moral law?

For the Greeks and the Romans, the life of reason was the specific glory and power of Man. Aristotle, noted that the fully developed man possessed clear judgement, self-control, symmetry of desire, and artistry of means (Durant, 1927). Rejecting this epistemological foundation, Kant's German idealism incorporated the mind and "intuition". In this view, a priori knowledge (prior, in-born subjective principles) preceded any concern with empirical data.

From the Judaeo-Christian tradition comes the conviction that God reveals moral truth directly to individuals, whether it was at Creation, upon Mount Sinai, or through personal revelation. As Tillich (1963) has concluded, "in all the varieties of cultures and religions and, consequently, of ethical systems, some basic norms appear. They are rooted in man's essential nature and ultimately in the structure of being itself" (p.34).

Ethics: Towards a Definition

A consideration of ethics or moral philosophy arises when an individual passes the stage of being directed by traditional rules. Frankena (1973) observed that ethics is "a branch of philosophy; it is moral philosophy or philosophical thinking about morality, moral problems, and moral judgements" (p.4). Peters (1966, p.17) remarked that

> What is distinctive of ethics as a branch of philosophy is that it is concerned with the analysis and justification of answers to practical questions where 'practical' is contrasted with 'theoretical'.

Ethics is primarily concerned with developing a normative theory of what is right, good, or obligatory (what ought to be done). As Stoner (1978) observed " where values define a person's beliefs, ethics concern themselves with moral rights and wrongs or, more specifically with a person's moral obligation to society" (p.73). As well, ethics answers meta-ethical questions about what "good" and "right" mean. Rich (1984, p.41) noted that the study of ethics raised

> such questions as what is the difference between such terms as "good", "right", and "ought"; it develops theories about the nature of ethics; and it attempts to determine what sorts of tests, if any, could be used to justify ethical statements.

Administrators and other practising professionals must continually make ethical decisions. Although the rationale or philosophical base for their decisions may not be readily or easily discernable, it is there. The next section provides a very brief overview of some of the often mentioned systems of ethical and moral philosophies.

Normative Ethics

Normative ethics is a study of human conduct prescribing what one should do and how one should act, based on moral principles. Normative ethics provides systems to follow which constitute a moral way of life. Prominent examples are Christian ethics, Confucianism, Stoicism, Epicureanism, Utilitarianism, and Aristotelian ethics.

Christian Ethics

Christian ethics recognizes Divine revelation as a source of truth. For many persons in North America this is their personal standard of ethics. The ethics of Christianity are affirmed in the Old and New Testament of the Bible by Divine revelations from God. Affirmed through these revelations are the supreme worth of the individual, the blessedness of humility, kindness, mercifulness, love, and the Golden Rule. For Christians, love is the prime motivating element in Christian ethics.

Stoicism. Stoicism developed in Greece during the 3rd century B.C. Stoics believed that the wise person lived in harmony with nature and natural laws and had an instinctive disposition to be virtuous. The ethical person, according to Stoicism, would have the self-sufficiency to be virtuous under the most corrupt situations (Kimbrough, 1985).

Utilitarianism. Two early advocates of the utilitarian ethic were Jeremy Bentham and John Stuart Mill. For utilitarians the pivotal standard of right, wrong, and obligation is "the principle of utility, which says quite strictly that the moral end to be sought in all we do is the greatest possible balance of good over evil..."(Frankena, 1973, p.34). The utilitarian ethic is to seek happiness for the greatest number of people or the maximum pleasure with the minimum amount of pain.

Metaethics

Metaethics studies the nature of ethical concerns in terms of forms of reasoning, language, and the justification of moral decisions. In the twentieth century, metaethics has developed into four major competing schools of thought: intuitionism, existentialism, naturalism, and emotivism.

Intuitionism. Immanuel Kant is credited with giving intuitionism, scholarly respectability. The basic philosophical statement of Kantian ethics is that within each person there is the capacity to discern right from wrong. Kant argued that there need be no appeal to supernatural authority or other ideas. He perceived that the moral law appeared, within each man, as a sense of ought. Meditation and the exercise of pure reason could distinguish right from wrong (Kimbrough 1976).

Existentialism. The philosophy of existentialism has influenced thought in many fields. The works of Kirkegaard (a deeply religious Dutch clergyman and the so-called "father of existentialism"), Camus, and Sartre became popular in many families, colleges, and much literature after the end of World War II.

These writings expressed the ethic of self-affirmation. In essence this was the freedom of individuals to decide, within themselves, what was right. As well, existential ethics often emphasize that decisions about life and how it is to be lived must involve freedom from repressive, external forces such as bureaucracies, religions, and schools.

Naturalism. Two significant writers in the naturalistic tradition were John Dewey and William James. Essentially, the laws of nature are the standards of morality for the naturalist. What is considered to be good is that which is in harmony with nature and natural laws.

As Kimbrough (1976) stated "Ethical values, as he (James) said, grew out of man's interaction with the environment, in which value judgements are made" (p.481).

The naturalistic views of Dewey strongly influenced American education in the 1930s and 1940s. Human intelligence was the source of wisdom. Humans have the power to think reflectively, reconstruct experiences, gain new insights, and create ideas independent of a supreme being. For experimentalists, the rules of ethics were subject to change just as nature changes. Today's acceptable ethic might not be acceptable in the future.

Emotivism: Logical Positivism. Logical positivism championed the view that the only true knowledge was that verified empirically. The application of the scientific method produced knowledge. For logical positivists, normative statements of "oughts" could not be verified empirically and were therefore mere expressions of personal preference.

Summary. While not an exhaustive treatment, the philosophical bases which have been tendered above represent the mainstream of ethical thought and consideration in North America. It is within these philosophical traditions that educational practitioners function.

Problems in Ethical Decision-Making

As garnered from the previous section, ethical schools of thought are frequently in conflict. Often a variety of ethical principles have become part of the dominant culture and directly or indirectly influence schools. As such, these differing schools of thought frequently complicate the ethical decisions of school administrators.

As Kimbrough (1985) has noted, "School districts offer very different mixes of ethics." (p.32). These community and individual ethics may be homogenous or plural in nature. Thus, school principals are often faced with parents, school boards and others in conflict situations over a variety of issues such as administrative procedures, curriculum materials, student conduct, or even the very nature of schooling.

To accommodate this wide diversity of ethical commitments where does the administrator turn in a search for answers? Must principals forge their own set of ethics for each circumstance and situation? Can they ignore the ethical dimension or must they find a solution which can be ethically defensible?

In assessing the subject of ethics in education, Robinson & Moulton (1985) refer to four general ethical principles that form the core of several theories. These principles succinctly summarize the major issues involved in dealing with ethical considerations. The first Principle is that of Fairness, the idea that persons who are equal in aspects relevant to a particular situation should receive equal treatment. The second is the Principle of Maximizing Benefits, where costs and benefits of an act are weighed. The third Principle is that of Universalization, which views morality as applying to everyone impartially. The fourth Principle of Treating others as Ends in Themselves, not merely as means, holds that others must be treated with respect and dignity, recognizing that they also have desires and plans that should be considered.

Hostetler (1986) commented that perhaps *the* basic ethical standard which principals should observe is the Kantian notion of respect for persons. Kant's belief is that persons should be treated as ends and not merely as means to be manipulated for one's own advantage. As Hostetler concluded "the respect for persons, can and must be integral to the principal's decision-making process"(1986, p.31)

Sola (1984) noted that administrative decision making can involve three different approaches: (1) administrators injecting their own set of ethical values into the decision making process (2) using commonly held ethical concepts that might draw from various ethical systems or (3) ignoring the ethical aspect by hiding behind law or logic. For Sola, actions one and three are unacceptable, while action two is positive because it encourages administrators to look at the consequences of decisions. As Enns (1981) has summarized, "one cannot deal with moral questions and ethical issues at arm's length" (p.8). To enable administrators to look at decisions in terms of consequences, moral philosophers have offered two alternative standards.

Consequentionalist Ethical Theory. Consequentionalist theories (Strike & Soltis, 1986) or what moral philosophers call teleological theories (Frankena, 1973) argue that the ultimate criterion for decision-making is the comparative amount of good produced. In other words, the morality or immorality, the "rightness" or "wrongness" of an action is determined by the maximization of good over evil. Ethical considerations must always involve looking at the consequences of that administrative act.

Strike et al. (1988) use the term "Principle of Benefit Maximization" to summarize consequentionalist or teleological theories. In employing this ethical consideration, they note that "whenever we are faced with a choice, the best and most just decision is the one that results in the most good or the greatest benefit for the most people" (p.16).

NonConsequentionalist Ethical Theory. Deontological or nonconsequentionalist theories hold that consequences are not the decisive factor in deciding a course of action. While deontologists are not oblivious to consequences, actions or rule for actions are those which are morally right or obligatory. Sometimes these actions do not produce the greatest balance of good. Strike et al. (1988) use the term "Principle of Equal Respect" and note that non-consequentionalists view an action as moral when "the action gives first consideration to the value and dignity of persons" (p.19).

Summary

Generally, teleological theories of ethics (using the terms: consequentionalist, principle of benefit maximization, utilitarian) ask the questions "What is the final objective?" and "How can this objective be most effectively reached?".

Deontologists, on the other hand, (using the terms: nonconsequentionalists, principle of equal respect) believe that it is a mistake to conceive the moral life in terms of means and ends. Deontologists insist that human beings are to be treated as intrinsically worthwhile. The essence of deontology is expressed in the Golden Rule, where duty is to treat others as we would expect to be treated.

As Strike (1988) has summarized, both moral principles, in some form, are part of the moral fabric of all school principals. Both of these principles are necessary for moral reflection, even though at times they conflict and one must take precedence over the other. Despite this, in resolving ethical dilemmas, understanding both views will help a principal to become a better ethical decision-maker.

THEORY, RESEARCH AND WRITING ON ETHICS IN ADMINISTRATION

This third section surveys relevant theory, research and writing related to ethical concerns in educational administration. The works of two major theorists, Barnard and Hodgkinson, are outlined in some detail. In addition, recent research in ethics and administration is summarized. The final part of this section is a review of current literature on those factors which impact, directly or indirectly, on the ethical actions of school principals. Many of these influences are contextually linked to the occupation of a school principal.

Barnard's "Moral" Dimensions of Leadership

Chester Barnard is viewed as the first major modern organizational theorist to recognize the centrality of the technical and moral dimensions in administration (Simon, 1957; Hodgkinson, 1976; Sharples, 1984; Greenfield, 1985).

Moral behaviour in Barnard's view, was that "which is governed by beliefs or feelings of what is right or wrong regardless of self-interest or immediate consequences of a decision to do or not to do specific things under particular conditions" (1958, p.4). Barnard understood morals and moral behaviour to be derived from a wide variety of external sources such as social, political, and economic environments. As well biological properties, technological habit or practice, education, training, and absorption from the environment contributed to moral behaviour.

Barnard asserted that administrators (executives in Barnardian terms) adopt a more "complex" morality than they would otherwise. This complex morality arose because of the demands of a personal moral code and a multiplicity of additional organizational codes. Among these many codes were government laws, departmental purposes, ethical standards of subordinates, and the informal executive organization.

Moral Dilemmas: Private versus Professional. Barnard noted that it was inevitable that at times some action or requirement would involve private values in direct opposition to professional values. In essence, the two dichotomous choices were violations of the individuals personal morality. Resignation or withdrawal would maintain the administrators personal integrity but sometimes that was not possible or was itself immoral. As Barnard observed, the idea of moral complexity carried with it the ability to discover some substitute action which would maintain both person and professional integrity.

Moral Codes. Barnard recognized the great Christian principles of honesty, truthfulness and the Golden Rule as the moral codes of highest importance. In his view, "moral codes" , "values" (Sharples, 1984) commonly regarded as important or dominant were those most publicly professed.

He also observed that these dominant codes might vary in different circumstances. An example would be an individual who might subscribe to the publicly confessed Christian code yet under any circumstances may operate under a code derived from an organization. Barnard also recognized that the administrator is often unaware of this complexity of moral codes. They are "ingrained in him by causes, forces, experiences, he has either forgotten or on the whole never recognized" (1938, p.267). These moral codes could only be inferred from an individuals actions under stress.

Administrator Responsibility. In Barnard's view responsibility meant being firmly governed by personal and professional moral codes. This term is linked with the words, "dependability", "loyalty", "duties" and "obligations". Barnard introduced several classes of responsibility that were readily distinguishable in any organization. Personal responsibility, referring to the "character" of an individual was described as necessary and essential in the administrator. This trait carried with it the recognition of the interests of other individuals and a willingness to discharge and perform expected duties and honour personal promises.

Representative responsibility alluded to working for others in accordance with the aims, goals, or methods determined by others. Barnard viewed personnel loyalties as the most pervasive moral structure. It included relationships with superordinates and subordinates, and among fellow workers. It involved the formal recognition of roles and responsibilities and a desire to support others in an organization. Barnard viewed corporation or organizational loyalties as social realities having special responsibility as if they were persons. Because of this, moral or immoral actions could be attributed to corporations or educational organizations. Barnard pictured an individual's obligation to an organization as something transcending personal interest or advantage. As Barnard noted "cynics fail to recognize the high moral character of organization loyalties, their importance, and the ethical problems involved" (1958, p.8).

Hodgkinson on Values

The sentiments of Barnard, find refinement in the values theory of Hodgkinson. Hodgkinson (1978) decried the "ethically neutered" administrator as hallowed by Simon. He further decried what he called the banalities that often pass for values and ethical training in the preparation of administrators. In his words, "that such moral castrates do in fact have self interests....does not receive great attention" (p.20)

Hodgkinson's first book, *Towards a Philosophy of Administration* (1978) attempted to restore the dialogue between administrators and philosophers over the philosophical problems of values in administration. As Hodgkinson argued, "there is a large component of value judgement in the practice of administration" (p.103) and a knowledge of values beyond that of the ordinary man is a desirable professional attribute in administration.

Hodgkinson (1982) recognized that administrators must weigh facts and values in the process of decision-making. He assumes that the *primary* tasks of administration involves a consideration of values:

> In general ... we mean by administration those aspects dealing more with the formulation of purpose, the value laden issues, and the human component of organizations... Loosely, we can consider administration to be the act of influencing (persons) to accomplish organizational goals while management is the ancillary and subordinate science of specifying and implementing means to accomplish the same ends. (p.5)

Administration, then, is ends-oriented, involving a consideration of facts and values by the administrator.

Yet Hodgkinson has asserted that administrators, as a group, prefer to avoid value analysis and reflection altogether. The avoidance mechanisms that administrators use include the "retreat to managerialism", the resort to bureaucratic rationality and impersonality and the relapse into scepticism or positivism" (1978, p.146).

Despite this alleged avoidance by administrators of any kind of value analysis, Hodgkinson views the role of leadership as exuding morality. Indeed, the moral climate of an organization reflects back on the moral complexity and skills of the leader. This moral influence can infuse organizational life with a quality of meaning which goes beyond the "nomothetic to the most human and the transrational; it can be, in plain language, inspiring"(p.179).

How can administrators analyze their values? According to Hodgkinson, the study of philosophy and the nature of values is the beginning place. A close look at Hodgkinson's value model theory is essential before there can be any deeper understanding of administrative values. According to this model, not all values are of equal importance (See Figure 2.1). The most obvious desires are Type III values which are grounded in individual affect and the preference structure of the individual. Hodgkinson describes these as personal preferences and as hedonistic. Essentially, something is considered good because the person likes it or feels good about it.

Higher on the scale are two levels of values, both of which are arrived at by rational thought. Type IIB values are judged as right by the will of the majority or consensus. If the group is doing or valuing something, it must be good for the individual. Type IIA values enlist reason and cognition and are made by reflecting upon the consequences of a given action. Consequences (social norms, expectations and standards) are analyzed to determine the desirability of pursuing a particular value course.

Conative (transrational)	Type 1	Principle	"right"
Cognitive (rational)	Type IIA Type IIB	Consequences Consensus	Value
Affective (subrational)	Type III	Preference	"good"

Figure 2.1
An abbreviated version of
Hodgkinson's model of the value concept.

Values of an ideological nature are at the first level of Hodgkinson's value hierarchy. Type I values are metaphysical and grounded as Hodgkinson noted, in principle. Whether they are based on Kantian injunctive, Judaeo-Christian commandments, religious revelation or individual aesthetic tastes, Type I values are "unverifiable by the techniques of science and cannot be justified by merely logical argument"(1978, p.113). As Hodgkinson summarized, their adoption is based on will and imply an act of faith, belief, or commitment.

Reflective Steps. The value paradigm enunciated by Hodgkinson is held to be the first step in assessing and reflecting upon one's value structure. After that, the logical first step was one of problem awareness. This was followed by an analytic phase in which information was gathered, studied, and then reflected upon. The process, at this point, included the interpolation and discrimination of values and facts. In the third step, administrators were obliged to conduct a "value audit". The purpose was to become "as aware as possible of the scope of his own self-interest, now re-defined as extended ego in the organization, and in the familial and affective connections" (1983, p.193).

Hodgkinson referred to and stressed, again and again, the ethic of work, of duty, and of sense. The honourable leader was and is to be engaged continuously in this search for duty. As an organizational leader, this duty, this sense, impacted powerfully on the quality of life and meaning for subordinates. For Hodgkinson, administration is a basic activity of man, but "it remains for it to become truly philosophical, an affair of the intellect and the spirit, an affair of honour" (1983, p.224).

Research on Ethics in Administration

The re-emergence of interest in ethical considerations has occurred in a variety of professional fields, such as law, business, and medicine. Major universities, including the University of Alberta (1985), have reacted to concerns in this area by forming committees to examine and research the roles they play in helping students address current ethical issues. Within the last few years, formal Centres of Ethics have been established at three Canadian universities.

In educational administration, it appears that the "theory" movement and the confusion over value judgements have left the consideration of administrative ethics in its infancy. Research is practically non-existent and the possibilities for future theory and research appear unlimited. Although writing on ethics in administration has been constant in the last ten years, necessary research appears to have not taken priority.

Early studies regarding ethical concerns of administration centre with Dexheimer (1969) who studied the administrative ethics of chief school administrators. He observed significant discrepancies in what members of the American Association of School Administrators (AASA) proclaimed publicly as a code of ethics and their standards of conduct. Guiffre (1978) replicated Dexheimer's study on a sample of public and private school principals across the United States. He also discovered similar discrepancies in adherence to a code of professional ethics. Sinclair's (1978) concern with the lack of emphasis on ethical training for educational administrators led him to develop an ethical awareness program at the University of Alberta. Sinclair's purpose was to train administrators in moral reasoning. His program, piloted at the University of Alberta in 1977, has not been used. Similarly, Burley (1984) developed an ethical awareness training program at Columbia University that has not been used widely.

There have been scattered research reports on several areas related to ethics in school administration. Loewen (1983) studied the conflict resolution tactics of Superintendents of Education in Saskatchewan. His dissertation raised questions regarding problems associated with the unethical tactics of information control, information distortion, information channelling, and reward controls. As Loewen observed, "most of the tactics used, can be viewed as manipulative or clandestine manoeuvres and are more in keeping with back-room meetings than with professional educators" (1983, p.127).

A consideration of Hodgkinson's value paradigm led Lang (1986) to empirically verify it by use of qualitative methods. Eight experts in organizational behaviour and five "judges" evaluated eight interviews conducted with individuals in major organizations. Lang's dissertation results verified Hodgkinson's logically distinct categories. Ashbaugh and Kasten (1984) used Hodgkinson's paradigm as they interviewed 19 school principals in a large school district in the midwestern United States. The principals were asked to characterize their personal approach to decision-making and identify sources or experiences that had influenced their personal convictions. As the respondents described difficult decisions they were also asked to identify the important personal convictions involved in considering the alternatives. The respondents identified three major categories of ethical values, "personalistic values", "organizational values" and "transcendent values". Personalistic values reflected those drawn from personal experience. Organizational values were based on organizational norms, systems concerns, and professional "ethos". Transcendent values involved convictions rooted in philosophy or religion with the two most common basic convictions revolving around the work ethic and the Golden Rule.

As Miklos (1978) noted, there are numerous possibilities for systematic research involving ethics in administration. Specifically, he wrote of needed research in answering a multiplicity of question including, "What principles do administrators use to determine and justify different courses of action" (p.4)?

Writing on Ethical Influence Factors in Educational Administration

Since 1978, many writers, among them Hodgkinson (1978), Miklos (1978), Enns (1981), Greenfield (1980), Kimbrough (1985), Strike & Soltis (1985), Rizvi (1985), Strike, Haller and Soltis (1988) have called for a restored emphasis on the study, practice, and research associated with administrative ethics.

Barnard (1938, p.273) noted more than 50 years ago that administrators, by virtue of their positions, adopt a more "complex" morality than they otherwise would. He commented that professionals differ from non-professionals in that their practice imposes multitudinous additional "moral" codes. Hodgkinson (1978) also observed this fact, noting that "In the formal role of leader a separation occurs of man from men. What is created is a man-men relation pervaded by values" (p.19). This "complex" morality arises because of the demands of a personal moral code and a multiplicity of organizational codes. Barnard described these codes as "accruals largely of intangible forces, influences, habitual practice which must be accepted as a whole" (1938, p.273). Immegart and Burroughs (1970) concluded that "he [the principal] is faced with numerous, often conflicting or inharmonious, standards from a variety of sources" (p.105). As they summarized, these are the demands and pressures of society, the profession, personal, organizational, and "means" ethics.

Personal Ethics. A search of the literature reveals a variety of factors allegedly bearing on the ethical considerations and actions involved with the work of a school principals. First are the personal ethics of an individual. Barnard (1938) observed that personal ethics were derived from biological properties, education, and traditional religious/philosophical ethics. He also wrote of "essential" character traits which included avoidance of criminal acts, lying and stealing. Kimbrough and Nunnery (1983) stated that in school administrator discussions of ethical behaviour this topic frequently involves such personal terms as "trustworthiness, responsibility, loyalty, honesty, legality, personal productivity and persistence" (p.422). Thomas (cited in Farquhar, 1981, p.193) has written that it is difficult for women and men to learn to be ethical, as it is not as skill to be developed. Instead, he states that it is "the man or woman in total; it is the sum of one's values, beliefs, and priorities."

Ashbaugh and Kasten (1984, p.202) termed personal ethics as "personalistic values". In their research, 19 principals were questioned about the forces that shaped their personal values. Many said they weren't really sure, but they did feel that religion, educational training, district educational philosophy, role models and personal life events were significant sources for their personal ethical convictions.

Societal and Professional Ethics. Professional ethics, as Rich (1984) stated "is concerned with public acts by persons in their professional roles that raise ethical issues"(p.6). The scope of professional ethics is necessarily broad, involving an extensive segment of the lives of professionals in their relations with society.

The expectations of professional organizations (such as education) are most often distinguished through ethical codes of conduct that are enforced by members. As Beck (cited in Immegart and Burroughs, 1970, p.46) summarized:

> I regard any kind of professional ethics, any code of professional ethics, as being largely a casuistical code, a method of applying and limiting the application of the general duties of man and citizen to the particular circumstances that the members of the specific profession put themselves into.

In these times administrators are under great pressure from the requests and demands of a variety of politically-based interest and pressure groups in society.

Organizational Ethics. Barnard (1938, p.5) used the terms "learning the ropes" to refer to the loyalties and responsibilities as imposed by an organization. In many cases this personal loyalty to a corporation involved great personal sacrifices for the good of the organization. He wrote that these organizational standards were in place because of government laws, departmental purposes, and the informal executive organization.

Crowson (1986) concluded that most of the ethical dilemmas confronted by principals were rooted in organizational level rules or norms which could not be applied adequately at the school level. Riffel (1986) would concur, observing that "Seen comprehensively, most aspects of life and work in organizations are ethically problematic and merit sustained analysis" (p.165).

Greenfield (1985) wrote about the "moral socialization" associated with being a member of the organization. As he concluded, failure to demonstrate allegiance to the norms and values of the administrative group was likely to block advancement. The powerful social structure of the school organization demands conformity and thus is stable.

Ethic of Means. Thom and Klassen (1986) observed that "People in the end are interested in ethics and goodness and justice (as reflected in court cases) and our common life does have a moral and religious character" (p.130).
For Barnard, the distinguishing mark of executive responsibility was the creation of moral codes for others. He referred to "the inventing of a moral basis for the solution of moral conflicts - variously called "handling the exceptional case," "the appellate function," "the judicial function"" (1938, p.279). This embodiment of moral complexity could substitute a new action which would avoid the conflict or provide a moral justification for exception or compromise.

Immegart and Burroughs (1970, p.103) referred to means ethics as administrative action encompassing behaviourial and pragmatic ethical ramifications which were not always "explicit and normative in nature" but were concerned with everyday behaviour.

CONCEPTUAL FRAMEWORK

The conceptual framework for this study is based on two models. Model 1 (Figure 2.2) developed by Immegart and Burroughs (1970), represents the scope and nature of a school administrator's ethical considerations. This pattern can be used to analyze both the various kinds of ethical standards that bear upon solutions to administrative dilemmas and their interrelationships.

In their model, societal ethics refer to the standards which are intended to govern the behaviour of all members of the society. Personal ethics are unique personal standards which guide an individual's behaviour and are the very fabric of one's personality. Professional ethics are job related and apply to a given profession or occupation. Organizational ethics refers to organizational standards that control an individual.

A more complex term is "means ethics" which as defined by Immegart & Burroughs, refers to "ethically correct behaviour that conforms to a rational means-ends relationship" (1970, p.61). This term is used to describe behaviour: the approaches, procedures, and strategies of administrators as they work with people. These approaches are often pragmatic and concern ethical ramifications which are not always explicit and normative in nature.

The Immegart and Burroughs conceptual framework is presented below:

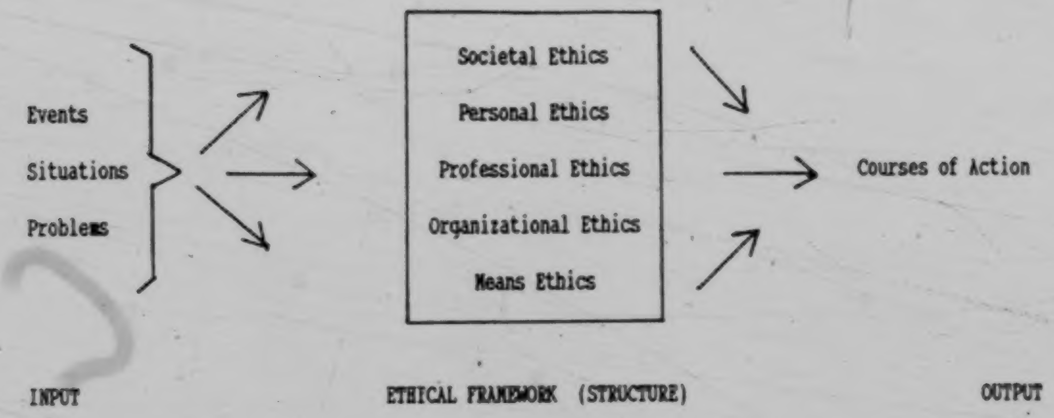
Events
Situations
Problems
Societal Ethics
Personal Ethics
Professional Ethics
Organizational Ethics
Means Ethics
Courses of Action
INPUT
ETHICAL FRAMEWORK (STRUCTURE)
OUTPUT

Figure 2.2

Immegart's and Burrough's (1970)

Administrator's Ethical Screen

The second model (Figure 2.3) is based on Immegart's (1988) recent elaboration on the role of leadership in administration. This model indicates the extent to which leadership behaviour (and decision making) is linked to values, ethics and culture, and environmental and societal expectations which influence leader decision making.

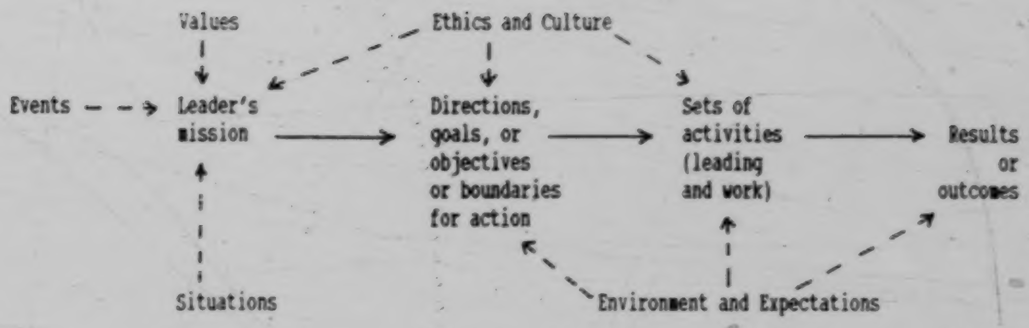
Values
Ethics and Culture
Events
Leader's mission
Directions, goals, or objectives or boundaries for action
Sets of activities (leading and work)
Results or outcomes
Situations
Environment and Expectations

Figure 2.3

Immegart's (1988)

Model of a Broad Conceptualization of Leadership.

For the purposes of this study, Immegart and Burroughs (1970) model of an administrator's ethical screen provided the necessary framework with which to analyze the problem under consideration. Immegart's (1988) model provided background theoretical support for the interaction and influence of a wide range of forces external to the individual school principal.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

The research design and methodology are detailed in this chapter. The focus of the study, which includes a brief overview of the unique cultural, religious, and geographic conditions in Newfoundland and Labrador is incorporated in the first section. The nature of the research is also described in this section. As mentioned previously, the nature of the research was exploratory and descriptive, in ascertaining and depicting the influence factors, therefore no research hypotheses were created.

A description of the questionnaire used, the consultative procedures used in developing the instrument, and general data collection procedures used are contained in section two. The rate of return and the various strategies and approaches taken to introduce the findings are presented in section three.

RESEARCH DESIGN

Focus of the Study

The purpose of this study was to utilize the perceptions of school principals in Newfoundland and Labrador to identify and describe those factors which have and currently influence their professional ethical behaviour. Because of the uniqueness of the Newfoundland culture and the pervasiveness of a denominational system of education, it is necessary to first provide a brief overview of a variety of factors. This background also provides part of the rationale for the use of questionnaire research.

Rowe (1976) has observed that no person outside of Newfoundland is likely to be in a position to "understand the *raison d'etre* of Newfoundland's denominational system of education without a thorough appreciation of the religious, racial, economic, and geographic factors forming the matrix from which that system evolved" (p. xiii). Suffice to say, Newfoundland and Labrador, because of history and size has had distinct pockets of different religious groupings. Most of the Newfoundland people originally came from Protestant England or Roman Catholic Ireland. From the very beginnings of settlement there was a tendency for people to segregate themselves geographically, by communities, along racial and religious lines. Still today, there are many parts of the Newfoundland coast that are entirely Protestant while other parts are entirely Roman Catholic.

The early schools in the 1840s were all church supported. Often this was because the only person competent to teach school was the local clergyman. In 1949, when Newfoundland joined Canada, the education system was hardly any different from conditions in the late 1900s. In essence, Newfoundland had a denominational educational system in which schools were organized by religion and came under church control. Further changes, strengthening denominational control, came with the Education Act of 1968. As McCann (cited in McKim, 1988) observed, "The denominations not only owned and operated their own schools, however, but new bodies, denominational education committees, "outside the Department" and exercising wide powers over all aspects of school life, were formed, together with a denominational Policy Committee" (p.77).

The denominational system of schooling, with minor modifications, exists to this day. Of particular interest, as Graesser (cited in McKim, 1988) has noted, is that it has and does enjoy still, a variety of legal privileges and practices, among them "the enforcement of religious and lifestyle rules upon teachers" (p.212).

Besides the denominational system, schools in Newfoundland and Labrador are influenced by economic and geographic factors. The rugged coastline has forced many communities to be small and isolated. The 1986 Canada Census found that almost 60% of the population lived in rural communities. In essence, less than half of the population is concentrated in 10 to 15 cities and towns while the remainder is scattered throughout 500-600 small communities. Because of population concentrations, there are many small schools in Newfoundland. Because of these environmental conditions, perceptions were gathered from a random sample of both rural and urban principals. As well, the study included a representative random sample of principals from all four denominational school systems, Integrated, Roman Catholic, Pentecostal Assemblies and Seventh-day Adventist.

The Nature of the Study

This study is both descriptive and exploratory in nature. Quantitative data were gathered by Likert-type scales in four sections of the questionnaire. Qualitative data were gathered through open-ended responses from two Scenarios. These data were used as the basis for describing the extent to which certain factors influence the professional ethical considerations and actions of school principals. As well, data from Scenarios 1 and 2 were used to explore the ethical influence factors in nebulous situations.

The exploratory part of the study examined and tested Immegart's and Burrough's model for examining the ethical factors influencing different aspects of administrative practice. As Immegart and Burroughs (1970, p.94) wrote:

> Although these ethical areas are somewhat arbitrary and no brief is held for this being the most useful scheme for examining the ethical aspects of administrative practice, the five categories do enable us to view in a systematic way some of the ethical problems and dilemmas confronting the school administrator.

Besides outlining the five factors, the "ethical screen" as proposed by Immegart and Burroughs, included the idea that as events and problems of an ethical nature face principals, they choose the most appropriate ethical standard to guide their course of action. This might, as an example, include choosing between societal or personal ethics with one set of ethics taking precedence over the other. This study did not deal with the problem of which factors took precedence in a given situation. However it did examine the idea of "means" ethics and the precedents in this category as outlined in Research Question 4.

In summary, this research approach was thought to be useful to those studying the ethical considerations of educational administrators. Besides the research questions, current literature on ethics in educational administration was used as a conceptual guide as the questionnaire was developed. Details regarding the questionnaire development are presented in the next section.

RESEARCH METHODOLOGY

A questionnaire survey approach was thought to be the most appropriate research method for collecting data on this topic in the province of Newfoundland and Labrador. As explained earlier, the uniqueness and diversity of cultural and religious differences made it imperative that representative opinions be gathered from a large sample of school principals. Thus, the questionnaire approach enabled the researcher to ask uniform, candid questions of school principals from a variety of different cultural and religious persuasions, and from diverse geographical areas of the province. As well, this method preserved anonymity on a potentially sensitive topic.

Second, it allowed for broad self-report responses from school principals in 30 of the 33 school boards across the province. Since these boards are all religiously based school boards, this research method allowed the researcher to sample principals working under, what would appear to be, very distinct and unique organizational philosophies and styles. As well, the use of a questionnaire allowed for responses from the full spectrum of principals from across Newfoundland and Labrador. This included responses from the "sole charge" principal of a one-room school with 5 students on the remote coast of Labrador to a large urban high schools with 850 students. In 1988-89, of the 555 schools in the province, 149 had fewer than 100 students, 235 had 100-299, 113 had 300-499 and 58 had 500 or more students (Educational Perspectives, 1988, p.6).

Finally, the questionnaire method allowed for and ensured greater comparability among the responses given. As Howe (1985, p.15) has stated, "Generally speaking, quantitative instruments allow attention to be focused on variables of interest, they reduce distractions or "noise", and they permit finer discriminations".

The Questionnaire

A description of the various sections of the questionnaire is presented below. A copy of the questionnaire entitled "Factors influencing the Professional Ethical Behaviour of School Principals in Newfoundland and Labrador" is included in Appendix B.

Two types of perceptual data were collected though the use of the questionnaire. Quantitative data were obtained through a number of fixed response items. Qualitative data were collected by open-ended questions which followed the presentation of scenarios which involved ethical dilemmas. Engelhart (1972) has observed that open-ended questions are "useful in obtaining judgements or opinions" (p.99). Bogden and Biklen (1982, p.2) maintain that this approach allows individuals to "answer from their own frame of reference".

Part A, General Information. This first part of the questionnaire was divided into two sections. Section 1 "School Data" allowed for the collection of data pertaining to the nature of the diverse schools. Respondents were asked to describe the geographic setting of their school, grades in the school, and total student and teacher populations.

Section 2 was entitled "Personal Data" and allowed respondents to indicate their gender, age, years in present school, total years of administrative experience, total experience in teaching, teaching certificate held, and formal training in educational administration. As well, principals were asked to indicate their commitment to the beliefs and practices of their church, level of job satisfaction, level of career aspiration (past and present), and familiarity with the NTA (Newfoundland Teacher's Association) Code of Ethics.

The last three questions in this section dealt with the respondents School Boards written and unwritten ethical guidelines and expectations. Principals were provided with space and invited to comment if they answered in the affirmative. The above information was used in attempting to answer Research Questions 2 and 4. Both these questions sought to explore possible relationships between the personal and school characteristics of the respondents, and the conceptualized variables.

Part B, Fixed Response Items. In this section of the questionnaire, two scenarios and four Likert-type scales were designed to address Research Questions 1 and 3. Research Question 1, which attempted to ascertain what factors influence the professional ethical behaviour of school principals, was addressed by questions in Sections 2, 3 and 5. Section 4, as well as Scenarios 1 and 2, were designed to answer Research Question 3 which related to the ethical considerations influencing principals in situations where there was an absence of normative ethical guidelines and policies.

Section 2 provided principals with an opportunity to indicate their level of agreement or disagreement with selected ethical influence statements. The four-point scale forced respondents to choose from a range of *strongly disagree* to *strongly agree*. No "neutral" or "undecided" responses were provided for in this section.

Section 3 asked principals to respond to 12 statements of ethical influence. Again a four-point scale was employed with responses ranging from *never* to *always*.

Section 4 asked principals to rate the influence that ten general ethical assertions might have as they faced problems requiring a consideration of ethical principles. Again the four-point scale was on an influence continuum from *high to none*.

Section 5, which came at the end of the questionnaire, asked principals to summarize the importance of 15 factors in influencing their professional ethical behaviour. Space was also provided for respondents to write in other influences which they considered to be significant. The scale consisted of a four-part scale rating influences according to *high, moderate, low* or *none*.

Scenario Approach. Barnard (1938, p.267) observed that "moral" codes could only be observed from an individuals action under stress. Scenarios 1 and 2 were designed with three reasons in mind.

First, they provided opportunity to assess, evaluate, and categorize the ethical considerations of the respondents as they dealt with stressful ethical dilemmas.

Second, in similar "real life" cases, there are often nebulous or non-existent, normative ethical guidelines provided for in written or unwritten board policies or teacher association Code of Ethics. As ethicist Callahan (cited in Time, 1987) stated "When most people talk about moral, they are concerned with laws and regulations and code. When laws do not exist to regulate a particular situation, we assume it is pretty much every person for himself" (p.27). How are principals their own "ethicists"?

Third, the scenarios were designed to look at the concept of "means" ethic, that is, the procedures and approaches used in dealing with people. Barnard (1938) observed that in decision making two factors were present, the end to be accomplished and the means through which that end might be accomplished. He noted that the end to be accomplished might be the result of thoughtful, logical processes or an unconscious impression from past or present social conditions, organizational conditions or organizational orders. As Barnard (1938, p.261) concluded, morals were active. They were evident through an individuals actions in specific tangible circumstances.

Both scenarios of less than 150 words, posed an ethical dilemma which respondents might face or have faced in their administrative career. Immediately following the scenario, respondents were asked to choose one of three suggested approaches or write their own approach as they dealt with the issue at hand. The suggested approaches were specifically designed to emphasize three possible solutions. One approach was contrived to "avoid the issue", a second designed approach was simply "unethical", and the third approach was an "ethical but simple solution". A space was provided for the respondents to write in "my approach". The respondents were asked, after both scenarios, to write *one* ethical consideration which prompted then to *reject* each of the stated approaches. As well, if they wrote their own approach, they were asked to identify the significant ethical consideration(s) which prompted their particular style and approach in addressing the ethical problem.

Questionnaire Development

As the questionnaire was developed, valuable advice was provided by several groups and individuals. Initially, four professors from the Department of Educational Administration at Memorial University provided reaction to a draft of the questionnaire. Following this the researcher modified the questionnaire to reflect the suggested changes. After this revision, a class of 16 graduate students in Educational

Administration at Memorial University, participated in the pilot test. The participants answered and reviewed all aspects of the questionnaire. Specifically, these respondents were asked to check the questionnaire for ambiguous instructions or items. As well they were asked to take special care to assess the appropriateness and clarity of the two scenarios in the questionnaire. The average time required to complete the questionnaire in the pilot test was just over 30 minutes.

Following the pilot testing, extensive revisions were made to the questionnaire. After these modifications, the questionnaire was reviewed by two professors in the Department of Educational Administration at the University of Alberta. After further additions, deletions, and revisions, final consultations on the questionnaire were held with a senior research assistant at Memorial University. This individuals expertise and experience in researching educational issues in Newfoundland and Labrador made for valuable feedback. From all of the above sources, recommendations were adopted and final revisions were made throughout the questionnaire. It was then prepared to be sent out to school principals in April, 1989.

Issues of Reliability and Validity

Reliability. The issue of questionnaire reliability is "concerned with the replicability of scientific findings"

(LeCompte and Goetz, 1982, p.32). Reliability is often established by administering the same test two or more times to the same sample of individuals. Because of the impracticality of retesting and concerns over the influence of other factors, the "split-half" method is used to establish reliability.

The reliability of the scaled questionnaire items used in this study were determined by Cronbach Alpha coefficients. This statistical test is used to indicate whether respondents answered the items in a consistent manner. For Section 2, a coefficient of .48 was obtained. For Section 3, a coefficient of .57 was obtained. For Section 4, a coefficient of .71 and Section 5, a coefficient of .80 were obtained.

Validity. The validity of any research instrument refers to the degree to which a test actually measures what it purports to measure (Engelhart, 1972). A sustained effort was made to ensure that the questionnaire used in this study actually addressed the research questions. Content validity as defined by Ary et al. (1985) "refers to the extent to which the instrument represents the content of interest" (p.214). That is, do the questions posed of the respondent in the instrument, logically and genuinely portray the concept or phenomenon being measured.

Three factors contributed directly to the content validity of the questionnaire. First, as noted previously, at least six professors in two different faculties of educational administration were consulted in the development of the questionnaire. Second, a group of 16 respondents similar to the actual study respondents, pilot tested the questionnaire. Third, the Senior Research Assistant of IERD (Institute for Educational Research and Development) at Memorial University gave invaluable assistance towards the development of the questionnaire. This person has had many years of questionnaire development, and questionnaire administration experience among principals in Newfoundland. On many different occasions during the questionnaires evolution, she provided expert advice.

Most of the comments and suggestions, especially wording revisions designed to enhance clarity, were incorporated in the final draft of the questionnaire. It was concluded by the comments received from the professionals mentioned above that the face and content validity of the questionnaire was reasonable.

Because the questionnaire was the only instrument used in data collection, concerted effort was made to make the questionnaire interesting and worthy of the principals participation. Mouly (1978, p.180) has indicated that the validity of data from questionnaires "depends in a crucial way on the ability and willingness of the respondents to provide the information requested". Four specific factors seem to enhance this concept in the development and delivery of the research questionnaire.

First, consultations were undertaken with many individuals in an effort to remove possible ambiguities in the directions and questions. Second, the research topic and questionnaire items were related to the personal thoughts, opinions, and feelings of principals. Ethics and ethical considerations were also considered to be an issue of current interest to school principals in Newfoundland and Labrador.

Third, the questionnaire design consisted of four different scales and two written scenarios. This diversity was designed with two reasons in mind. First was the necessity of bringing out those factors considered by the principals as being significant. A second consideration was to make the questionnaire interesting, thus contributing to its acceptability and increasing the chances for completion and return by the principals. The scenarios followed by open-ended questions allowed for a type of personal interaction with the researcher.

Fourth, personalized letters on University of Alberta letterhead, individually signed by the researcher were sent to all the principals. This attention to detail, along with statements of encouragement in the two covering letters, was all done in an effort to make the school principals feel that this was a study worthy of their participation.

Sample

The total population of school principals K-12 in Newfoundland and Labrador was 555. From this number, a sample of 129 principals were selected. The selection was made with due consideration of, and stratification by, school board, denominational representation, and rural/urban considerations.

This sample was picked with the assistance and direction of the assistant director of research for the Newfoundland and Labrador Department of Education.

Administration of the Questionnaire

Prior to the administration of the questionnaire, school superintendents from all 33 school boards in the province were contacted by a personal letter (see Appendix A) from the researcher. The nature of the research was explained and permission was asked to survey randomly selected principals within their school district. All 33 school superintendents replied in the affirmative.

On March 30, 1989 a letter was sent to the principals indicating that in two weeks they would be receiving the questionnaire. This initial letter (Appendix A) explained the focus of the dissertation research, the length of time required to complete the instrument and the guarantee of anonymity. Two weeks later, on April 14, 1989, a total of 129 questionnaires were distributed by mail.

A covering letter (Appendix A) accompanied the questionnaire. It emphasized the fact that advance permission to conduct the research had been obtained from their school board superintendent. As well, it stressed that all questionnaires would be handled in a professional manner, that anonymity would be guaranteed and that the deadline for return would be May 15. As individual questionnaires were returned a personal letter was sent to each principal thanking them for their response.

On May 9, 1989, a follow-up letter was sent to all respondents who had not yet sent in the questionnaire. It reminded them of the May 15 deadline, encouraged them to complete the questionnaire and thanked them if they had. A second follow-up letter was mailed on May 30, 1989 encouraging principals once again to complete the form. By the cut-off date of June 30, 110 responses had been received. This represented a return rate of 85.2%.

DATA ANALYSIS

This section details the procedures used to analyze the data received. It is arranged in the order that the procedures were carried out: Statistical analysis of the questionnaire data and content analysis of the written responses from the questionnaire. The last part of this section, discusses the reliability and validity of the research instruments and methods.

Quantitative analysis

Statistical data collected in this study were analyzed using the University of Alberta Division of Education Research Service (DERS) Statistical Package for the Social Sciences (SPSS). A variety of statistical techniques were applied to the data. The most common was the use of factor analysis, correlational analysis, mean and standard deviation. An orthogonal (varimax) factor analysis was performed to identify generic factors. Factor scores based on these 5 factors were then used to calculate group differences by means of a one-way analysis of variance and t-tests. As well, factor scores were used to calculate Pearson correlations.

Qualitative Analysis

The descriptive comments, which were derived from four sections on the questionnaire, were considered to be significant written perceptions.

Part 2, Section A invited comments about written or unwritten ethical guidelines or expectations existing within the principals particular school board. These statements were subjected to content analysis and summarized by the researcher. Part 5, Section B asked for comments on factors, other than those given, which were seen as influencing the professional ethical behaviour of principals. These comments were collapsed into specific groupings and summarized by the researcher.

Meaningful responses came from questions associated with Scenarios 1 and 2. Questions 2 and 3 were related to each scenario and were analyzed in two ways. First, all free responses were recorded on paper. Following this the researcher grouped similar responses into fewer more general categories. These data were analyzed using frequency distributions.

The open-ended reflections obtained from Question 1 were subjected to thorough examination. With the assistance of two doctoral students, all responses were categorized into three sets according to conceptual definitions from the literature. Through correlational analysis and analysis of variance these comments were used to determine the relationship between solutions offered and selected variables.

Summary

The research design allowed for discovery of factors which influenced the ethical considerations and actions of school principals. It also allowed for the investigation of possible relationships among several variables.

The research instrument used in the study was created by the researcher, with the assistance of a class of graduate students and many professionals and practitioners in the field. At various stages, modifications of unclear or badly written questionnaire items were undertaken.

A questionnaire response rate of 85.2% (110 respondents) was received from the sample of 129 school principals in Newfoundland and Labrador. The questionnaire data consisted of open-ended free responses and responses from four Likert type scales. All the data were subjected to statistical analysis through the University of Alberta's Division of Education Research Services.

Chapter 4

PROFILE OF THE RESPONDENTS

A profile of the 110 school principals who responded to the questionnaire is presented in this chapter. This profile reports on three major sets of characteristics: (a) four selected characteristics of the respondents schools (b) two personal and six professional characteristics of the principals and (c) seven selected organizational, cultural, and environmental considerations which affect the respondents and were deemed to be of some significance to this study.

ORGANIZATIONAL CHARACTERISTICS OF THE SCHOOLS

Four organizational characteristics of the respondents schools are examined in this section. The frequency and percentage frequency of these characteristics, setting, grades in school, student populations, and teacher populations are reported in Tables 4.1 and 4.2.

School Setting

As presented in Table 4.1, eight (7.5%) of the respondents considered their schools to be in an isolated setting. Forty-seven (44.5%) of the principals indicated that their schools were in small communities. Thirty-seven or just over one-third (34.9%) reported that their schools were in towns. Slightly over thirteen percent (13.2%) of the respondents schools were located in a city.

This breakdown between urban and rural populations, parallels the 1986 Canada Census of Newfoundland and Labrador which found that 227,690 or (40.1%) of the population lived in urban settings. Nearly sixty percent (340,659) of the total population lived in what was described as rural communities. In essence more than half of the population is scattered throughout 500-600 small communities around the province.

Grades in Schools

Over fifty-two percent (52.3%) of the respondents were principals of elementary schools which contained grades K-6. Almost thirty percent (27.6%) of the sample were principals of junior/senior high schools containing Grades 7-12. A third category, All Grade schools, contained various grade levels in the K-12 through categories. This sample parallels 1988-89 statistics from the Department of Education which indicate that of 555 schools, 220 or 39.6% were Elementary (K-6); 134 or 24.2% were junior/senior high schools and 200 or 36.1% were All Grade schools (Education Statistics, 1989).

The 110 respondent schools in the study made up just over twenty percent (20.1%) of the total number of schools across Newfoundland and Labrador.

Table 4.1

Frequency and Percentage Frequency Distributions
of Organizational Characteristics
(School Setting and Grades)

SCHOOL SETTING	f	%f
Isolated	8	7.3
Small Community	7	2.7
Town	37	33.6
City	14	13.2
No Answer	4	3.6
TOTALS	110	100.0

GRADES IN SCHOOL	f	%f
K - 6	55	52.3
7 - 12	29	27.6
All Grade (K-12)	21	20.1
TOTALS	105	100.0

Student Populations

For the purposes of grouping, schools were placed in five size categories. Almost thirty percent (26.4%) of the school principals who responded reported school enrolments of less than 100. Almost twenty-one percent (20.9%) reported enrolments of between 100 to 199, while just over twenty percent (20.7%) of schools had student populations between 200-299. Only 12.7% or 14, respondent schools had between 300-399 students while 19 (17.3%) principals reported enrolments of between 400-850. The mean student enrolment in the 110 schools was 237.

These figures, which are reported in Table 4.2, closely parallel 1988-89 figures from the Newfoundland and Labrador Department of Education. Of the 555 schools, 149 schools (26.8%) had fewer than 100 students; 235 schools (42.3%) had between 100 - 299 students and 113 schools (20.4%) had between 300 - 499. Only 58 schools (10.5%) had 500 or more students (Education Statistics, 1989).

Teacher Populations

Just over eighteen percent (18.2%) of the principals reported staff sizes of five teachers or less. Slightly over one quarter (26.3%) had 6 to 10 teachers on staff. Almost twenty percent (19.0%) had 11-15 teachers while almost twenty-five percent (24.3%) had 16 to 25 teaching staff members. Only 12 (10.9%) of the schools represented had 26 teachers and over on staff. The mean number of teachers in the respondents schools was 14. These figures are reported in Table 4.2.

Table 4.2

Frequency and Percentage Frequency Distributions of Students and Teachers in Respondent Schools

STUDENT POPULATION	f	%f
Fewer than 100	29	26.4
100 - 199	23	20.9
200 - 399	25	20.7
300 - 399	14	12.7
400 - 850	19	17.3
TOTALS	110	100.0
MEAN	237	

TEACHERS IN SCHOOL	f	%f
1 - 5	20	18.2
6 - 10	29	26.4
11 - 15	21	19.0
16 - 25	28	25.5
26 or more	12	10.9
TOTAL	110	100.0
MEAN	14	

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE RESPONDENTS

The distributions of the respondents by gender, age, total years of administrative experience (cumulative and in current school), teaching certificate held, and formal training in educational administration are reported below.

Gender and Age of Respondents

The respondent principals included 87 males (79.1%) and 23 females (20.9%) for a total sample of 110. The frequency and percentage distributions of the age of respondents are reported in Table 4.3.

Table 4.3

Frequency and Frequency Distributions of Respondents by Sex

GENDER	*f*	%*f*
Male	87	79.1
Female	23	20.9
TOTAL	110	100.0

As reported in Table 4.4 over fifty-five percent (55.5%), or 61 of the respondent principals were forty to forty-nine years old. Thirteen principals or almost twelve percent (11.8%) were fifty years of age or older. Thirty-one principals (28.2%) were between thirty and thirty-nine years of age. Only five (4.5%) of the respondents were under thirty.

Table 4.4

Frequency and Percentage Frequency Distribution
of Respondents Age

AGE	f	%f
Under 30	5	4.5
30 - 39	31	28.2
40 - 49	61	55.5
50 - 59	13	11.8
TOTAL	110	100.0

Years of Administrative Experience

The frequency and percentage frequency distributions of years in present position and total years in principalship are reported in Table 4.5.

Years of Experience in present position. Forty-two percent (42.2%) of the respondents had been in their present school less than five years. Almost one-quarter (24.7%) had been principals less than two years in their present school. In total 46 principals or 42.2% had experience of less than five years. Twenty-nine principals had between five to nine years for a total of 26.7%. Almost fifteen percent (14.6%) or 16 principals had 10-15 years of experience in the same school. Eighteen principals (16.5%) had fifteen years or more in the same school. In total, over thirty-one percent (31.1%) had been at the same school for ten or more years. The mean number of years that principals had served in their current school was 7.7 years.

Total years of administrative experience. The respondents appear to have a depth of administrative experience. Only eighteen principals (16.8%) had less than five years of experience. Over forty-two percent (42.1%), for a total of 45 respondents, had between five and fifteen years of administrative experience. Thirty-four respondents or over forty percent (40.1%) had sixteen or more years. The mean for total years of administrative experience was 13.1 years. This information is reported in Table 4.5.

Table 4.5

Frequency and Percentage Frequency Distributions
of Respondents Years of Experience in Principalship

YEARS IN PRESENT SCHOOL	f	%f
1 year	13	11.9
2	14	12.8
3	8	7.3
4	11	10.1
5 - 9	29	26.7
10 - 15	16	14.6
15 or more	18	16.5
TOTAL	109	100.0
MEAN	(7.7 years)	

TOTAL ADMINISTRATIVE EXPERIENCE	f	%f
Less than 5	18	16.8
5 - 9	23	21.5
10 - 15	22	20.6
16 - 20	16	14.9
20 or more	28	26.2
TOTAL	107	100.0
MEAN	(13.10 years)	

University Education

The frequency and percentage frequency distribution of two characteristics of the university education of the principals are reported in Table 4.6.

Teaching Certificate Held. In Newfoundland and Labrador the teaching certificate held closely approximates the number of years of university education. Less than seven percent of principals had a Level IV certificate, while almost twenty percent had a Level V certificate, roughly equivalent to a year beyond a Bachelor's degree. Most principals (73.6%) held a Level VI or Level VII. The mean teaching certificate held was a Level VI.

Graduate Courses in Educational Administration. Over one-third of the respondents (34.9) had not completed any graduate courses in educational administration. However, just over one quarter (26.4%) had done some graduate courses in educational administration while over thirty-eight percent (38.6%) had completed a Diploma or Masters program. There were no respondents with doctorates. In summary, a total of sixty-five percent (65.2%) of the respondents had completed graduate courses in educational administration at various levels.

Position Held Prior to Becoming a Principal. Fifty-five percent (55.5%) of the 98 respondents had been teachers before first assuming a principalship. Only thirty-one (30.9%) percent had prior administrative experience either as an Assistant or Vice-Principal.

Table 4.6

Frequency and Percentage Frequency Distribution of
Respondents University Education

TEACHING CERTIFICATE	f	%f
Level 3	2	1.8
Level 4	5	4.5
Level 5	20	18.2
Level 6	38	34.5
Level 6	43	39.1
TOTAL	108	100.0
MEAN	(6.06)	

GRADUATE COURSES/PROGRAMS IN EDUCATIONAL ADMINISTRATION	f	%f
No graduate courses	38	34.9
Some graduate courses	29	26.6
Diploma	10	9.2
Masters	32	29.4
Doctorate	0	0.0
TOTAL	109	100.0

SELECTED ORGANIZATIONAL, CULTURAL AND ENVIRONMENTAL CHARACTERISTICS OF RESPONDENTS SCHOOLS

Commitment to the Beliefs of a Church

Because of the nature and setting of this study, it was thought necessary to ask respondents about their church commitment. In terms of the nature of ethical considerations Barnard (1938, pp.283-284) at several points in his book, *The Function of the Executive* suggested that the best leaders are religious in the true sense of the word. He also believed that questions of right and wrong appeared as personal questions, determined by traditional religious or philosophical ethics. Bloom (1987, p.58) considers the Christian religion and the Bible to be a solid point of reference in ethical matters. Klassen and Thom (1986) observed that "educational administration is rooted in the Judaeo-Christian religion" and that "the conscience of educational administrators reflects a Judaeo-Christian belief system" (p.125).

The setting of the study provided a second necessary reason to look at this variable. As explained previously, all schools in Newfoundland and Labrador operate under a denominational format. Major religious groupings influence the policy of boards, schools, and ultimately the selection of school principals.

Table 4.7 shows that all 110 respondents declared their level of commitment to the beliefs and practices of a church. Ninety-one percent (91.0%) of principals categorized themselves as *moderately* or *strongly committed* while just over seven percent (7.3%) described themselves as *slightly committed*. Less than two percent (1.8%) declared themselves as *not committed*.

Table 4.7

Frequency and Percentage Frequency Distributions of Respondents Commitment to Beliefs and Practices of Their Church

CHURCH COMMITMENT	f	%f
Not committed	2	1.8
Slightly committed	8	7.3
Moderately committed	39	35.5
Strongly committed	61	55.5
TOTAL	110	100.0

Personal Satisfaction with the Principalship

As a general interest question, principals were asked about their level of satisfaction. Generally, principals in Newfoundland and Labrador appear to be satisfied with their present job roles. Table 4.8 shows that of 109 respondents, 43.6% asserted that they were *somewhat satisfied* while 47.3% declared that they were *very satisfied*. Only 5.5% said they were *somewhat dissatisfied* while 2.7% were *very* *dissatisfied.*

Table 4.8

Frequency and Percentage Frequency Distribution
of Respondents Present Job Satisfaction

JOB SATISFACTION	f	%f
Very dissatisfied	3	2.8
Somewhat dissatisfied	6	5.5
Somewhat satisfied	28	44.0
Very satisfied	52	47.7
TOTALS	109	100.0

Desire To Be a Principal and Desire to Advance to a Higher Position

Greenfield (1985, p.107) observed that as teachers aspire to become school administrators they begin to learn and internalize the moral values and orientations found within that group. He observed that:

> the moral socialization of school principals occurs informally in the school work setting as a function of the desire to become an administrator and, once having attained that position, to perform the role in a manner which will foster upward or horizontal mobility, or will at least serve to maintain one's current position.

As Greenfield (1985, p.100) wrote, moral socialization referred to the process whereby individuals attain the "attitudes, values and beliefs" required for the adequate performance in the role.

In order to explore this influence, the question was asked if respondents initially had a strong desire to become a school principal. Fifty-seven percent (57.3%) responded affirmatively while almost forty-three present (42.7%) answered negatively. A further question was asked about their desire to advance to a position of greater responsibility. This was affirmed by 38.2%, while 58.2% replied negatively. The responses are found in Table 4.9.

Table 4.9

Frequency and Percentage Frequency Distributions
of Respondents Desire to Be Principal/Advance Higher

DESIRE TO BE A PRINCIPAL	f	%f
Yes	63	57.3
No	47	42.7
TOTALS	110	100.0

ADVANCE TO HIGHER RESPONSIBILITY	f	%f
Yes	42	39.6
No	64	60.4
TOTALS	108	100.0

Familiarity with NTA Code of Ethics

Table 4.10 is a report of the respondents familiarity with the Newfoundland Teacher's Association Code of Professional Ethics. School principals in Newfoundland and Labrador operate under, and are responsible for upholding, the professional standards found in this document. Just over seventeen percent (17.4%) of respondents reported being *not familiar* or *slightly familiar* with the code. The majority of respondents (83.6%) reported being *moderately familiar* or *strongly familiar* with the code of ethics.

Table 4.10

Frequency and Percentage Frequency Distributions
of Respondents Familiarity with NTA Code of Ethics

FAMILIARITY WITH CODE	f	%f
Not familiar	5	4.6
Slightly familiar	14	12.8
Moderately familiar	58	53.2
Strongly familiar	32	29.4
TOTALS	109	100.0

Written/Unwritten Ethical Guidelines

The 110 school principals were asked whether their school boards had written or unwritten ethical guidelines.

It would be understood that these guidelines would exist apart from the formal NTA Code of Ethics. Table 4.11 reports the results of these two questions.

Table 4.11

Frequency and Percentage Frequency Distributions
of Respondents Boards with Written/Unwritten Ethical Guidelines

WRITTEN ETHICAL GUIDELINES	f	%f
Yes	39	36.4
No	68	63.6
TOTALS	107	100.0

UNWRITTEN ETHICAL GUIDELINES	f	%f
Yes	62	61.4
No	39	38.6
TOTALS	101	100.0

Responses to Unwritten Guidelines

If the respondents applied in the affirmative, they were asked to provide written comments. A content analysis of replies offered was carried out.

SUMMARY

The respondents profile has included a variety of information thought to be worthwhile in this study. Eighty-seven or almost eighty percent of the respondents were males. Twenty-three were females. Most principals (67.3%) were over 40 years of age, while only 4.5% or 5 respondents were less that 30 years of age.

The variety of schools and settings ranged from a teacher/principal in a one-room school in Labrador to a large city high school with 850 students. Reflecting the diverse geographical features of Newfoundland and Labrador, almost fifty-two percent (51.8%) of respondents reported their schools to be situated in small or isolated communities.

The mean for principals serving in their current school was 7.7 years. The means for total administrative experience was 13.1 years. The mean teaching certificate held was a Level VI. Over thirty-eight percent (38.6) had a Diploma or Masters degree in Educational Administration.

The cultural and organizational influences of churches and school boards revealed that 90.0% of respondents felt moderately or strongly committed to the beliefs and practices of their church. As well, 82.6% were moderately or strongly familiar with the Newfoundland Teacher's Association Code of Ethics. 63.6% of respondents reported that their school board did not have written ethical guidelines. However, 61.4% said that their school board had unwritten ethical guidelines and 71.8% reported that their school boards had unwritten ethical expectations.

Chapter 5

ANALYSIS OF FINDINGS RELATED TO RESEARCH QUESTIONS 1 AND 2

INTRODUCTION

An analysis of the quantitative data directly related to Research Questions one and two is presented in two major sections in this chapter.

In Part A, quantitative data from Sections 2, 3, 4, and 5 of the questionnaire are used to answer Research Question 1. This question related to those perceived factors which influenced the professional ethical behaviour of school principals. This data is reported through the use of means and standard deviations. As well, a factor analysis solution for each of the questionnaire Sections 2, 3, 4 and 5 was also generated.

In Part B, Research Question 2 examined whether the identified factors varied according to selected school characteristics, personal attributes of the principals, and selected aspects of the respondents principalship. These variations are reported by *t* tests and one-way analysis of variance.

PART A

Responses to Questionnaire, Section 2

On a four point scale in which 1 = "strongly disagree" and 4 = "strongly agree", question a. recorded the highest mean at 3.38. The lowest mean of 2.00 was recorded by questions t. and x. (1.).

Table 5.1 displays the response of school principals to a wide array of statements of general ethical influences. The respondents *agreed* or *strongly agreed* (71.6%) that they have been involved in a growing number of decisions involving ethical issues. They *disagreed* or *strongly disagreed* (82.6%) with the statement that society had little interest in the professional ethical behaviour of school principals. They were almost equally divided on the question of whether society's expectations for them to uphold professional ethical behaviour was comparable to ten years ago.

The respondents *agreed* or *strongly agreed* (97.2%) that school principals they know uphold professional ethical behaviour. They *agreed* (72.7%) that teachers on their staffs would say that they display professional ethical behaviour. Almost sixty-five percent (64.8%) of the principals *agreed* or *strongly agreed* with the statement that principals they know make occasional, ethically questionable decisions. However, respondents *disagreed* or *strongly* *disagreed* (81.0%) that they should expose unethical professional behaviour to public view.

The principals *agreed* (80.9%) that current education practices influence them to develop an ethical awareness. They *agreed* (85.9%) that superintendents serve as important ethical role models. As well, 88 of the 110 principals (80.0%) *agreed* or *strongly agreed* that they are motivated to behave in a manner that will be viewed as ethical by superiors.

The respondents also *agreed* (68.9%) that the Newfoundland Teacher's Association has actively encouraged professional ethical behaviour. However, (36.2%) of the principals *disagreed* or *strongly disagreed* that the NTA Code of Ethics played a major role in determining the professional ethical behaviour of principals in Newfoundland and Labrador. Finally, respondents were about equally divided on the statement that the Newfoundland Teacher's Code of Ethics does not provide answers for ethical problems that they face.

Table 5.1

Principals Perceptions of Ethical Influences
Questionnaire, Section 2

Item		Mean	*SD*	*N*
	Section 2			
a.	Principals whom I know, believe that growth and development of students if the foremost goal of the school organization.	3.38	0.50	108
b.	Local community standards greatly influence my current professional ethical behaviour.	2.21	0.73	109
c.	The NTA Code of Ethics plays a major role in determining the professional ethical behaviour of school principals in Newfoundland.	2.63	0.62	105
d.	My training in educational administration has prepared me to solve ethical problems.	2.15	0.73	107
e.	My day to day actions as a principal would be considered as a "model" of ethical behaviour.	3.08	0.43	107
f.	Society's ethical standards greatly influence my professional ethical behaviour.	2.47	0.70	109
g.	Ethically speaking, principals that I know set a good example for their teachers.	3.07	0.40	107
h.	The NTA Code of Ethics does not provide answers for ethical problems that principals face.	2.48	0.64	101

Continued

Table 5.1: (Continued)

Item		Mean	SD	N
	Section 2			
i.	It is important for principals to spend time study and reflective though about personal beliefs concerning professional ethical actions.	3.24	0.56	109
j.	I would rank my professional ethical behaviour in the top 10%.	3.34	0.56	107
k.	School principals whom I know make occasional ethically questionable decisions.	2.68	0.57	105
l.	School principals should expose unethical professional behaviour to public view.	2.07	0.58	105
m.	My superintendent serves as an important ethical role model.	3.07	0.62	108
n.	I am motivated to behave in a manner that will be viewed as ethical by my superiors.	3.00	0.69	110
o.	Teachers on my staff would say that I display professional ethical behaviour.	3.20	0.44	105
p.	My undergraduate university education helped me to develop a sense of professional ethics.	2.42	0.72	108
q.	Society's expectations for school principals to uphold ethical behaviour is comparable to 10 years ago.	2.42	0.70	107
r.	Current educational practices influence school principals to develop an ethical awareness.	2.90	0.44	108

Continued

Table 5.1: (Continued)

Item		Mean	*SD*	*N*
	Section 2			
s.	In resolving problems, principals need to understand a broad range of ethical principles.	3.21	0.43	110
t.	Society today seems to have little interest in the professional ethical behaviour of principals.	2.00	0.59	109
u.	School principals that I know uphold professional ethical behaviour.	3.12	0.35	108
v.	The university education of teachers ignores the ethical dimension.	2.48	0.57	108
w.	As a school principal I have been involved in a growing number of decisions involving ethical issues.	2.75	0.54	109
x.	When asked to implement a policy which a school principal considers unethical, he/she should:			
	1. resign in protest.	2.00	0.68	64
	2. don't resign but express justifiable dissent.	3.23	0.61	82
	3. refuse to execute the policy.	2.70	0.82	79
	4. follow the policy, but gather support to have it changed.	2.77	0.98	72
	5. Other	2.60	0.89	5
y.	The N.T.A. has actively encouraged professional ethical behaviour among school principals.	2.73	0.61	103

In Section 2, the scale used was: 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree.

Factor Analysis of Questionnaire, Section 2

Principal responses to these general ethical influence statements were factor analyzed using varimax rotation. The purpose of factor analysis was to explore underlying patterns of significant relationships. In this way, data could be described by a smaller set of corresponding factors.

Items were considered to contribute to the meaning of a factor if the item loading on a factor was equal to or greater than .40. Items also must have loaded decisively on one factor only. As well, items included in the factor should have contributed logically to the meaning of the factor. The varimax factor solution with its respective loadings on five factors are reported in Table 5.2. Two items were double loaded, while four items did not load. A total of 22 items loaded on their respective factors accounting for 49.2% of the variance. The resulting 5 factors from Section 2 were as follows:

1. professional environment ethical influences;
2. personal ethical responsibilities;
3. response to perceived unethical organizational demands;
4. general educational influences;
5. organizational absorption.

Table 5.2
Varimax Factor Solution for Questionnaire, Section 2
Using 5 Factors (n=110)

		Factor and Factor Loadings				
Ethical Factor		1	2	3	4	5
	Section 2					
q.	Society's expectations for school principals to uphold ethical behaviour is comparable to 10 years ago.	.83	-.18	-.14	.04	.01
e.	My day to day actions as a principal would be considered as a "model" of ethical behaviour.	.73	.19	.06	-.08	.02
p.	My undergraduate university education helped me to develop a sense of professional ethics.	.64	-.04	.45	.17	.27
r.	Current educational practices influence school principals to develop an ethical awareness.	.62	.30	-.05	.04	.02
t.	Society today seems to have little interest in the professional ethical behaviour of principals.	-.57	.00	.05	.03	-.07
j.	I would rank my professional ethical behaviour in the top 10%.	.43	.21	.24	-.38	.39
s.	In resolving problems principals need to understand a broad range of ethical principles.	.25	.67	-.09	-.12	.11
m.	My Superintendent serves as an important ethical role model.	-.22	.61	-.11	-.07	.01
x.	2. don't resign but express justifiable dissent.	.18	.57	.21	.15	-.28

Continued

Table 5.2: (Continued)

		Factor and Factor Loadings				
	Ethical Factor	1	2	3	4	5
	Section 2					
i.	It is important for principals to spend time in study and reflective thought about personal beliefs concerning professional ethical actions.	-.43	.56	.19	-.09	.38
o.	Teachers on my staff would say that I display professional ethical behaviour.	.32	.47	.04	-.32	.38
u.	School principals that I know uphold professional ethical behaviour.	.07	.44	.04	.05	.09
x.	1. follow the policy, but gather support to have it changed.	.15	-.29	-.78	.03	.02
x	3. refuse to execute the policy.	.01	.05	.76	-.05	.02
d.	My training in educational administration has prepared me to solve ethical problems.	.39	-.05	.20	.69	.13
f.	Society's ethical standards greatly influence my professional ethical behaviour.	-.03	.06	-.41	.62	.12
a.	Principals whom I know, believe that growth and development of students is the foremost goal of the school organization.	.03	.10	-.02	-.58	-.05
b.	Local community standards greatly influence my current professional ethical behaviour.	-.13	-.17	-.27	.57	-.07

Continued

Table 5.2: (Continued)

Ethical Factor		Factor and Factor Loadings 1	2	3	4	5
	Section 2					
c.	The NTA Code of Ethics plays a major role in determining the professional ethical behaviour of principals in Newfoundland.	-.18	.27	.08	$\boxed{.44}$	-.29
v.	The university education of teachers ignores the ethical dimension.	-.04	-.08	.07	-.11	-.74
k.	School principals whom I know make occasional ethically questionable decisions.	.23	-.21	-.13	-.18	.56
y.	The NTA has actively encouraged professional ethical behaviour among school principals.	.11	.12	.36	.25	.54
x.	1. resign in protest.	.32	-.13	.31	.02	-.46

In Section 2, the scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

Responses to Questionnaire, Section 3

Items in Section 3 of the questionnaire were presented on a four-point scale in which 1 = "Never" and 4 = "Always". Question c. had the highest mean value at 3.86, while question l. had the lowest mean at 1.43. Table 5.3 is a report of the responses to these statements.

Principals reported (70.6%) that ethical considerations were *always* an important part of their decision-making process. Generally, the respondents reported high ethical expectations for themselves and their principal colleagues. They also reported that their superintendent, school board and society in general served as important ethical influences. Respondents reported that their communities were *always* (36.4%), *often* (27.3%) and *sometimes* (33.6%) concerned that their schools were run on the basis of ethical principles.

Of further interest in this section were the low levels of conflict among the professional, organizational, and personal ethics of the principals. The two questions which explored this, i. and l., provided the lowest means at 1.61 and 1.43. Respondents reported *never* (43.5%) and *sometimes* (51.9%) having conflict between their professional and their organizational ethics. The degree of conflict between the respondents personal and professional ethics was reported as *never* (58.7%) and *sometimes* (39.4%).

Table 5.3

Principals Perceptions of Ethical Influences
Questionnaire, Section 3

Item		Mean	SD	N
	Section 3			
a.	My community is concerned that my school is run on the basis of ethical principles.	2.97	0.90	110
b.	My school board expects principals to uphold strict professional ethical behaviour.	3.72	0.55	110
c.	School principals should be models of ethical behaviour.	3.86	0.37	110
d.	Ethical considerations are an important part of my decision making considerations.	3.66	0.56	109
e.	Society's ethical standards exert an influence on the professional ethical behaviour of school principals.	2.90	0.69	109
f.	School principals should expose unethical behaviour to public view?	1.89	0.74	106
g.	I am motivated by my peers to behave in a manner that will be viewed as ethical.	3.05	0.81	110
h.	Teachers on my staff would say that I display professional ethical behaviour.	3.43	0.60	106

Continued

Table 5.3: (Continued)

Item		Mean	SD	N
	Section 3			
i.	In my work, my professional ethics are in conflict with organizational ethics.	1.61	0.57	108
j.	School principals whom I know regard students and teachers as intrinsically worthwhile and treat them accordingly.	3.38	0.60	107
k.	My Superintendent serves as an important ethical role model.	3.30	0.75	108
l.	In my work, my personal ethics are in conflict with my professional ethics.	1.43	0.53	109

In Section 3, the scale used was: 1 = Never; 2 = Sometimes; 3 = Often; 4 = Always.

Factor Analysis of Questionnaire, Section 3

Table 5.4 is a report of the varimax factor solution for items on Section 3 of the questionnaire. The factors represent a data reduction from the 12 statements of ethical influence. The 5 factors offered, represented 66.2% of the total variance. No items double-loaded and all the items loaded on their respective factors. The resulting 5 factors were as follows:

6. organizational ethical obligations;
7. personal ethical obligations;
8. ethical role conflicts;
9. school environment ethical expectations;
10. organizational role influences.

Table 5.4

Varimax Factor Solution for Questionnaire, Section 3
Using 5 Factors (n=110)

Ethical Factor	Factor and Factor Loadings 1	2	3	4	5
Section 3					
c. School principals should be models of ethical behaviour.	.84	-.06	.01	-.06	.14
b. My school board expects principals to uphold strict professional ethical behaviour.	.72	.24	-.19	.12	-.17
j. School principals that I know regard students and teachers as intrinsically worthwhile and treat them accordingly.	-.02	.85	-.05	-.05	-.13
h. Teachers on my staff would say that I display professional ethical behaviour.	.19	.56	-.41	-.02	.21
d. Ethical considerations are an important part of my decision making strategies.	.42	.55	.03	.23	.15
i. In my work, my professional ethics are in conflict with organizational ethics.	.07	.03	.88	.03	.06
l. In my work my personal ethics are in conflict with my professional ethics.	-.14	-.16	.78	-.11	.03

Continued

Table 5.4: (Continued)

Ethical Factor		Factor and Factor Loadings 1	2	3	4	5
	Section 3					
g.	I am motivated by my peers to behave in a manner that will be viewed as ethical.	-.03	.14	.04	.79	-.12
e.	Society's ethical standards exert an influence on the professional ethical behaviour of school principals.	.04	-.24	-.17	.66	.15
a.	My community is concerned that my school is run on the basis of ethical principles.	.44	.19	.05	.51	.17
f.	School principals should expose unethical behaviour to public view.	.11	.07	.02	.11	.85
k.	My superintendent serves as an important ethical role model.	.37	.35	-.13	.38	-.50

In Section 3, the scale used was: 1 = Never; 2 = Sometimes; 3 = Often; 4 = Always.

Responses for Questionnaire, Section 4

Statements of Ethical Principles

The influence of certain ethical principle statements and the resultant impact they might have on the decisions of school principals is dealt with in this section. While the quantitative aspects are addressed in this chapter, a qualitative treatment of this section will be undertaken in the next chapter.

On a four point scale in which 1 = "None" and 4 = "High", principals rated the influence which 10 general ethical principle statements had as they faced problems requiring a consideration of ethical principles. These statements, which were expressions of personal convictions, were similar in nature to those reported by Ashbaugh and Kasten (1984) in their research. Table 5.4 shows that statement g. "Everyone matters" had the highest mean at 3.92. The lowest mean was 3.04 garnered by the statement "In my decisions I try to bring the greatest happiness to the greatest number". The majority of the means were between 3.55 and 3.80.

In summary these general ethical statements form the essential ethical principles undergirding the most widely known ethical theories. Most, if not all, of the statements are or have been a part of an individuals ethical considerations. As Ashbaugh and Kasten (1984, p.199) reported, these ethical principle statements are often generalizations drawn from three sources: experience, the conventional wisdom in educational administration, and organizational norms.

Table 5.5

Principals Perceptions of Influence of Ethical Principle Statements Questionnaire, Section 4

Item		Mean	*SD*	*N*
	Section 4			
a.	"Honesty is the best policy".	3.80	0.40	108
b.	"I treat people as I would like to be treated".	3.82	0.38	109
c.	"Students will respond to understanding and compassion".	3.62	0.50	109
d.	"In my decisions I try to bring the greatest happiness to the greatest number".	3.04	0.80	107
e.	"I believe in shared decision-making".	3.55	0.58	109
f.	"Everyone matters".	3.92	0.29	109
g.	"What's good for students is the basis for my decisions".	3.58	0.53	109
h.	"I use common sense as the basis for my decision-making".	3.56	0.58	108
i.	"My concern is for fair treatment for everyone".	3.85	0.38	109
j.	"Students need to learn responsibility for their actions".	3.72	0.45	109

In Section 4, the scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Factor Analysis of Questionnaire, Section 4

Table 5.6 is a report of the varimax factor solution for Section 4 of the questionnaire. One factor double-loaded and was therefore excluded from the factor process. All other items loaded on their respective factors. The resulting 3 factors accounted for 55.2% of the total variance and are as follows:

11. nonconsequentionalist principles;
12. consequentionalist principles;
13. personal/professional preferences.

Table 5.6

Varimax Factor Solution for Questionnaire, Section 4
Using 3 Factors (n= 110)

		Factor and Factor Loadings		
Ethical Factor		1	2	3
	Section 4			
b.	"I treat people as I would like to be treated".	0.79	0.06	0.03
a.	"Honesty is the best policy".	0.70	0.10	-0.01
c.	"Students will respond to understanding and compassion".	0.62	-0.00	0.14
f.	"Everyone matters".	-0.16	0.73	0.06
j.	"Students need to learn responsibility"	0.22	0.68	-0.25
e.	"I believe in shared decision-making".	0.05	0.62	0.32
i.	"My concern is for fair treatment for everyone".	0.33	0.57	0.27
g.	"What's good for students is the basis for my decisions".	-0.02	0.01	0.83
h.	"I use common sense as the basis for my decision making".	0.37	0.28	0.58

In Section 4, the scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Responses for Questionnaire, Section 5

In Section 5 respondents were asked, in summary, to rate 14 statements of believed significant ethical influence using a four-point scale in which 1 = "None" and 4 = "High". Table 5.7 reports that the highest mean of 3.85 was garnered by item j. "My commitment to integrity". Most respondents (88.2%) indicated that this item was *high* on the influence scale. As well, 60.9% indicated the *high* influence (mean = 3.54) of their religious upbringing. Matching this was current church commitment which garnered a *high* influence rating from 40.4% of the respondents. Administrative experience registered a mean of 3.47 with 54.5% of the respondents rating it as *high* on the influence scale.

Other influence elements included, school superintendent (mean = 2.92), allegiance to the ethical norms of "fellow" school principals (mean = 2.69), immediate superior (mean = 2.68), and Department of Education (mean = 2.64).

The lowest mean of 2.54 was recorded by statement e. "My training in educational administration". Only 11.1% of the 108 respondents regarded this item as having a *high* influence, 43.5% as *moderate* while 33.3% considered it to have a *low* influence.

Table 5.7

Summary of Principals Perceptions of Ethical Influences Questionnaire, Section 5

Item		Mean	SD	N
	Section 5			
a.	Department of Education ethical expectations.	2.64	0.66	108
b.	My religious upbringing.	3.54	0.63	110
c.	School Board expectations.	3.23	0.66	110
d.	My administrative experience.	3.47	0.63	110
e.	My training in educational administration.	2.54	0.84	108
f.	My school superintendent's expectations.	2.96	0.75	109
g.	My current church commitment.	3.12	0.88	109
h.	The NTA Code of Ethics.	2.86	0.80	109
i.	Local community expectations for my ethical behaviour.	2.92	0.69	110
j.	My commitment to integrity.	3.85	0.45	110
k.	My immediate superior.	2.68	0.78	108
l.	Society's general concern for ethical behaviour.	2.78	0.71	108
m.	Allegiance to the ethical norms of my fellow school principals.	2.69	0.75	105
n.	Observed ethical behaviour in my past experience.	3.06	0.74	109

In Section 5, the scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Factor Analysis of Questionnaire, Section 5

Table 5.8 is a report of the varimax factor solution for Section 5 of the questionnaire. Three items (i., l., and n.) were double loaded, but because of sizeable numerical differences, these factors were included in their highest loading category. All other items loaded on their respective factors. The 4 factors reported accounted for 61.7% of the variance.

The 4 factors were classified as follows:

14. organizational/structural expectations;
15. professional obligations;
16. religious commitment;
17. administrative training/experience.

Table 5.8

Varimax Factor Solution for Questionnaire, Section 5
Using 4 Factors (n=110)

		Factor and Factor Loadings			
Ethical Factor		1	2	3	4
	Section 5				
f.	My school superintendent's expectations	.89	.07	.16	.05
k.	My immediate superior.	.79	.17	.10	-.05
c.	School Board expectations.	.74	.11	.27	.07
a.	Department of Education ethical expectations.	.63	-.06	-.12	.31
i.	Local community expectations for my ethical behaviour.	.62	.41	-.12	.12
m.	Allegiance to the ethical norms of my fellow school principals.	.18	.81	-.01	.05
n.	Observed ethical behaviour in my past experience.	.03	.63	.13	.41
l.	Society's general concern for ethical behaviour.	.40	.63	-.08	.14
h.	The NTA Code of Ethics.	.05	.57	-.00	.11
j.	My commitment to integrity.	-.07	.42	.32	-.17
b.	My religious upbringing.	.03	-.03	.89	.07
g.	My current church commitment.	.23	.05	.83	.09
d.	My administrative experience.	.13	.08	.05	.81
e.	My training in educational administration.	.07	.19	.05	.75

In Section 5, the scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Rank Ordering of Questionnaire, Section 5

The items in Section 5 of the questionnaire were considered to summarize the major ethical influences on school principals. Based on the preceding factor analysis (as reported in Table 5.8) it was thought possible to summarize some of the believed significant ethical influences and identify a pattern of diminishing influence factors. Using the factor analysis of Section 5, Table 5.9 reports the rank order of the 4 factors beginning with the highest influence factor. The rank order was determined by utilizing the factor means. The factor mean was calculated as a mean of individual items loading on that factor.

Principals regarded the following ranked factors as significant ethical influences in the following manner. The most influential was "religious commitment" (mean = 3.33), then "professional obligations" (mean = 3.05), followed by "administrative training/experience" (mean = 3.00) and "organizational structural expectations" (mean = 2.88).

Table 5.9

Rank Ordering of Factors According to Ethical Influence
Questionnaire, Section 5

Rank Order	Factor Mean	Factors and Items	Item Mean
1	3.33	**Factor 16: Religious Commitment**	
		b. "My religious upbringing".	3.53
		g. "My current church commitment".	3.13
2	3.05	**Factor 15: Professional Obligations**	
		m. "Allegiance to the ethical norms of my fellow school principals".	2.69
		n. "Observed ethical behaviour in my past experience".	3.06
		l. "Society's general concern for ethical behaviour".	2.78
		h. "The NTA Code of Ethics".	2.86
		j. "My commitment to integrity".	3.86
3	3.00	**Factor 17: Administrative Training/Experiences**	
		d. "My administrative experience".	3.47
		e. "My training in educational administration".	2.54

Continued

Table 5.9: (Continued)

Rank Order	Factor Mean		Factors and Items	Item Mean
4.	2.88		**Factor 14: Organizational Structural Expectations**	
		f.	"My school superintendent's expectations".	2.96
		k.	"My immediate superior".	3.06
		c.	"School board expectations".	3.22
		a.	"Department of Education ethical expectations".	2.64
		i.	"Local community expectations for my ethical behaviour".	2.92

In Section 5, the scale used was: 1= low; 2 = low; 3 = moderate; 4 = high.

PART TWO

School Characteristics/Principals Personal Characteristics

This section provides data which attempts to provide answers to Research Question 2. This question asked whether the identified influence factors might vary according to (a) school characteristics (setting, type, and size); (b) personal characteristics of the principal (gender, age, level of education, church commitment, familiarity with NTA Code of Ethics) and (c) selected organizational characteristics (written or unwritten ethical guidelines). The search to identify differences in this area involved the extensive use of one-way analysis of variance and *t* tests.

Responses by School Setting

Schools in Newfoundland and Labrador were classified into 4 groups reflecting their community environment. These were: Group 1 (isolated); Group 2 (small community); Group 3 (town) and Group 4 (city). Table 5.10 reports the significant differences identified in the one-way analysis of variance of ethical influence factors as classified by different school settings.

Table 5.10

One-way Analysis of Variance of Ethical Influence Factors Classified by School Setting

FACTOR 9: SCHOOL ENVIRONMENT ETHICAL EXPECTATIONS[1]

School setting	N	Mean	SD	F Ratio	Intergroup Differences
Group 1 (Isolated)	8	2.58	0.42	3.00*	3>1
Group 2 (Small Community)	47	2.89	0.54		
Group 3 (Town)	37	3.14	0.58		
Group 4 (City)	14	3.02	0.46		

*Significant at the .05 level.

[1] The scale used was: 1 = Never; 2 = Sometimes; 3 = Often; 4 = Always.

FACTOR 15: PROFESSIONAL OBLIGATIONS[2]

School Setting	N	Mean	SD	F Ratio	Intergroup Differences
Group 1 (Isolated)	8	2.57	0.81	4.22*	3>1, 2>1
Group 2 (Small Community)	47	3.04	0.43		
Group 3 (Town)	37	3.20	0.38		
Group 4 (City)	14	2.97	0.50		

*Significant at the .05 level.

[2] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Table 5.10 (Continued)

FACTOR 17: ADMINISTRATIVE TRAINING/EXPERIENCE[3]

School Setting	N	Mean	SD	F Ratio	Intergroup Differences
Group 1 (Isolated)	8	2.56	0.49	5.72*	4>1, 3>1 3>2
Group 2 (Small Community)	47	2.84	0.57		
Group 3 (Town)	37	3.23	0.48		
Group 4 (City)	14	3.25	0.78		

*Significant at the .05 level
[3]The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Responses by School Setting (cont.)

Of the 17 factors identified in Part A, three were recognized as having significant intergroup differences using a one-way analysis of variance. Concerning Factor 9, "school environment ethical expectations", Group 3 respondents (town schools) agreed more than Group 1 (isolated) that this factor influenced their professional ethical behaviour. In considering Factor 15, "professional obligations", Group 3 (town) principals and Group 2 (small communities) considered this to be more of an influence on their professional behaviour than Group 1 (isolated) principals. With regard to Factor 17, "administrative training/ experience", Group 4 (city) and Group 3 (town) respondents considered this factor to exert more influence than those from Group 1 (isolated) communities. Of additional interest was the finding that Group 3 (town) principals considered this factor to have a higher influence on their professional ethical behaviour than Group 2 (small community) principals. Of the remaining 14 factors, no other significant differences were identified. Generally the ethical influence factors varied somewhat by school setting with no identifiable patterns.

Notwithstanding the fact that there were no identifiable patterns in these variations, some of the factor influences appear to have rational explanations. In considering Factor 9, "school environment ethical expectations", principals of "town" schools would have a larger teaching staff than "isolated" schools which might result in a greater influence from the teaching staff on the overall ethical expectations of the school. Second, in looking at Factor 15, "professional obligations", principals of schools in towns and small communities would appear to be more aware of their professional status. As well, there might be greater contact with fellow teachers and principals, resulting in a greater understanding and awareness of "professionalism".

In considering Factor 17, "administrative training/experience", there were significant differences among three groups. These differences might arise because principals in larger communities would be better educated, more experienced, and would have better opportunities for attendance at professional meetings.

Response by School Type

The schools across Newfoundland and Labrador were classified in Chapter 4 into three categories: Elementary (K-6), High School (7-12), and All Grade (containing various grade levels in the K-12 grouping). Data regarding school types were analyzed using a one-way analysis of variance. No significant differences identified among the school types.

Response by School Size (Student Population)

From the questionnaire data it was possible to classify school size (and indirectly, the level of administrative responsibility) by either student population or number of teachers employed. The category of student populations was chosen and schools were grouped into 5 categories: Group 1 (fewer than 100 students, n = 29); Group 2 (100-199 students, n = 23); Group 3 (200-299 students, n = 25); Group 4 (300-399 students, n = 14); and Group 5 (more than 400, n = 19).

Table 5.11 is a report of the significant differences identified in the one-way analysis of variance for ethical influence factors classified according to student population. Only two presented significant differences. In considering Factor 15 "professional obligations", principals of Group 5 schools (over 400 students) felt this factor to have a higher influence than principals of Group 2 schools (100-199 students). With regard to Factor 17 "administrative experience/training" principals of both Group 4 and Group 5 schools felt this factor to be more influential than Group 1 schools (less than 100 students).

Some of these factor score differences appear to have a rational explanation. In considering both Factor 15 and 17 it would appear that Group 5 principals (more than 400 students) were better educated in administration, had more time to spend at administration, were more experienced, and possessed greater professional expectations.

This is borne out in the following statistics. The mean teaching certificate level held for the Group 5 principals was 6.88 while the overall mean for principals in the study was 6.06. Fourteen (43.7%) of the 32 principals in the study who held Masters degrees were Group 5 principals. Put another way, of the 19 Group 5 principals, 73.6% held Masters degree in Educational Administration.

Group 5 principals also exhibited a depth of administrative experience. The overall mean of the 110 respondents administrative experience was 13.1 years. For Group 5 principals the mean was 16.9 years.

Of the remaining 15 factors no other significant differences were identified. In summary, the factors influencing professional ethical behaviour among school principals varied somewhat by school size, indicative of different levels of administrative training, experience, and responsibility.

Table 5.11

One-way Analysis of Variance of Ethical Influence Factors Classified by Student Population

FACTOR 15: PROFESSIONAL OBLIGATIONS

Student population	*N*	Mean	*SD*	*F* Ratio	Intergroup Differences
Group 1 (Fewer than 100)	29	2.95	0.53	3.15*	5>2
Group 2 (100 - 199)	23	2.85	0.59		
Group 3 (200 - 299)	25	3.05	0.41		
Group 4 (300 - 399)	14	3.27	0.32		
Group 5 (More than 400)	19	3.27	0.37		

FACTOR 17: ADMINISTRATIVE TRAINING/EXPERIENCE

Student population	*N*	Mean	*SD*	*F* Ratio	Intergroup Differences
Group 1 (Fewer than 100)	29	2.62	0.56	8.00*	4>1, 5>1
Group 2 (100 - 199)	23	3.00	0.67		
Group 3 (200 - 299)	25	3.00	0.44		
Group 4 (300 - 399)	14	3.43	0.43		
Group 5 (More than 400)	19	3.37	0.52		

* Significant at .05 level
The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Responses by Principal Gender

Table 5.12 is a report of the significant differences by principal gender as identified through *t* tests. Of the 17 factors, two were identified as having significant differences at the .01 level, and one at the .05 level.

With regard to Factor 3, "response to perceived unethical organizational demands", female principals agreed more than male principals that this factor was an influence on their professional ethical behaviour. In viewing Factor 4, "general education influences", male principals agreed more that this factor influenced their professional ethics. Female principals disagreed that this was a significant influence factor. In noting Factor 13, "personal/ professional preferences", female principals agreed more often than male principals that this factor was of more influence.

Although there were no identifiable patterns in these variations, the significant differences, especially at the .01 level, raise questions which appear to demand an explanation. In viewing Factor 3, "response to perceived unethical organizational demands", and the two specific items associated with the factor, it would appear that female principals are not prepared to follow organizational demands which they perceive as unethical. Does this mean they are less "loyal" to an organization and more "influenced" by their own personal ethics? As Crowson and

Porter-Gehrie (1981) have observed "there is little attention to the principalship in its organizational context" (p. 50). In subsequent research, Crowson (1986) reported that most ethical dilemmas associated with the principalship originated when organizational norms or rules could not be applied at the school level.

With regard to Factor 4 "general education influences" male principals agreed more that this factor was an influence on their professional ethics. It would appear that males were less perceptible about recognizing the ethical influences in their lives. It would appear that female principals were more cognizant and able to be more specific about the ethical influences in their work.

In this section, Factor 13, "personal/professional preferences" found female principals agreeing more that this was a significant influence factor. As noted in the literature, Kmetz & Willower (1982, p. 74) observed differences among principals and argued that "personal preferences" were an individual factor. Could it be that female principals are more inclined to deal with ethical issues on preference "feeling" level?

Of the remaining 14 factors no other significant differences were identified. In summary, the influence factors varied somewhat according to gender.

Table 5.12

T Tests of Ethical Influence Factors as Classified by Principal Gender

	Males		Females		t value
	(N = 73)		(N = 16)		
Factor	Mean	*SD*	Mean	*SD*	
3. Response to Perceived Unethical Organizational Demands[1]	2.40	0.82	3.09	0.93	-2.99**
	Males		Females		
	(N = 87)		(N = 23)		
4. General Education Influences[1]	2.26	0.38	2.02	0.40	2.74**
	(N = 87)		(N = 22)		
13. Personal/Professional Preferences[2]	3.53	0.47	3.75	0.34	-2.00*

* Significant at .05 level
** Significant at .01 level

Ns reported are different in the three parts.

[1] The scale used was: 1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.
[2] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Responses by Age

Table 5.13 contains a report of the significant differences identified through a one-way analysis of variance of the ethical influence factors, as classified by age. Data from two categories (those principals under 30 and between 30-39 years of age) were combined to form Category 1 (those under 40, n = 36). Category 2 consisted of principals aged 40-49 (n = 61) while Category 3 consisted of those aged 50-59 (n = 13).

Of the 17 identified factors, only five in this grouping were identified as significant, all at the .05 level. In considering Factor 3, "response to perceived unethical organizational demands", Category 3 principals (50-59 years, n=10) agreed more than Category 1 (less than 40, n=30) that this factor influenced their professional ethics.

In examining Factor 4, "general education influences", Category 1 respondents agreed more than Category 3 respondents that this influenced their professional ethical actions. This pattern was also repeated with Factor 5, "organizational absorption". Younger, Category 1 principals agreed more than Category 3 respondents that this factor had a greater influence on their professional ethics.

Regarding Factor 6, "organizational ethical obligations", Category 3 principals agreed that this factor was of more influence than Category 2 principals. Finally, in looking at Factor 17 "administrative training/ experience", Category 2 principals placed this as a significantly higher influence than Category 1.

Table 5.13

One-way Analysis of Variance of Ethical Influence Factors
Classified by Principals Age

FACTOR 3: RESPONSE TO PERCEIVED UNETHICAL ORGANIZATIONAL DEMANDS[1]

Principal Age	N	Mean	SD	F Ratio	Intergroup Differences
Category 1 (Under 40)	30	2.32	0.74	3.17*	3>1
Category 2 (40 - 49)	49	2.54	0.91		
Category 3 (50 - 59)	10	3.10	0.91		
	(Total N = 89)				

Continued

*Significant at .05 level

[1] The Scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

Table 5.13: (Continued)

	Category 1 (Under 40)		Category 2 (40 - 49)		Category 3 (50 - 59)			
(Total N = 110)	(N = 36)		(N = 61)		(N = 13)			
Factor	Mean	SD	Mean	SD	Mean	SD	F Ratio	Intergroup Differences
4. General Education Influences[1]	2.30	0.40	2.20	0.37	2.03	0.41	2.56*	1>3
5. Organizational Absorption[1]	2.85	0.30	2.72	0.31	2.56	0.41	4.06*	1>3
6. Organizational Ethical Obligations[2]	3.81	0.36	3.75	0.42	4.00	0.00	2.41*	3>2
17. Administrative Experience/Training[3]	2.79	0.56	3.10	0.59	3.19	0.66	3.76*	2>1

* Significant at .05 level

[1] The scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.
[2] The scale used was: 1 = Never; 2 = Sometimes; 3 = Often; 4 = Always.
[3] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Responses by Age (cont.)

Of the remaining 12 factors no other significant differences were identified. In general then, the perceived influence factors varied somewhat by respondent age although no consistent pattern emerged.

Despite the fact that there were no strong identifiable patterns in the above reported variations, many of the factor differences appear to suggest rational explanations. At the very least they raise interesting and meaningful questions. Concerning Factor 3, "response to perceived unethical organizational demands", it would appear that "older" principals are sufficiently confirmed in their position that they are more able to rebuff organizational demands that might be "unethical"? Are organizational ethical demands and expectations different with the age of the respondent? Is Barnard (1938) correct in pointing out that older members of the organization have "learned the ropes" well enough so that they are above organizational demands for subservience?

Of further interest were Factors 4 and 5, "general education influences" and "organizational absorption". For both factors, the perceived influences upon younger principals (those under 40) and older principals (those between 50-59) were significantly different. Could it be that younger principals were more readily cognizant of a variety of general societal and educational influences on their ethical behaviour because of their recent university training? Were they more aware of current ethical considerations and actions because of the rise of these concerns in society? Had the era in which they had grown up contributed to an increased awareness of ethical concerns?

In considering Factor 5, "organizational absorption", it would appear that younger principals were getting adjusted to organizational life. They had not "absorbed" the ethical influences and culture of the organization as had older principals.

Response by Level of Education

Table 5.14 reports the significant differences identified in the one-way analysis of variance of the ethical influence factors as classified by level of education. In Newfoundland, the teaching certificate held is closely equivalent to the number of years of university education. Principals holding a Level VII certificate, the highest which could be obtained, comprised the largest group (43 of 108 respondents or 40% of the total). A Level VII certificate indicates at least a Masters degree with additional post graduate coursework.

For ease of distinction, the categories were grouped as follows: Group 1 (Level IV certificate or lower); Group 2 (Level V certificate); Group 3 (Level VI certificate) and Group 4 (Level VII certificate).

In regard to Factor 2, "personal ethical responsibilities", respondents within Group 4 agreed that this factor influenced their professional ethical behaviour to a higher degree than did those in Group 1. In looking at Factor 15, "professional obligations", principals in Group 4 perceived this factor to have a higher influence than those in Group 1.

In observing factor 17, "administrative training/experience", respondents in Group 4 found this to be more influential than those in both Groups 1 and 2. As well, principals in Group 3 found this to be more influential than those in Group 1. Of the remaining 14 factors, no other significant differences were identified. In summary, then, it would appear that the 17 influence factors varied little according to the teaching certificate held by the respondents.

As noted in previous sections, some of these differences have rational explanations while others generate speculative questions. The obvious theme is that those with higher certificate levels were more likely to feel that their personal and professional ethical responsibilities, and their administrative training/experience influenced their professional ethics more than less educated principals. It would appear from Factor 2, that the higher the education level, the more the respondents were concerned about personal ethical responsibility. As well, the overall mean of Group 5 principals (3.18) suggests more concern and influence in the area of professional ethics.

With Factor 17, "administrative experience/training", the significant intergroup differences suggest an obvious conclusion. Generally, principals with higher education felt that their educational attainments had influenced their professional ethics.

Table 5.14

One-way Analysis of Variance of Ethical Influence Factors Classified by Level of Education (Teaching Certificate Held)

FACTOR 2: PERSONAL ETHICAL RESPONSIBILITIES[1]

Teaching Certificate	N	Mean	SD	F Ratio	Intergroup Differences
Group 1 (Level IV or less)	7	3.04	.13	2.75*	4>1
Group 2 (Level V)	20	3.03	.26		
Group 3 (Level VI)	38	3.20	.30		
Group 4 (Level VII)	43	3.24	.31		

*Significant at .05 level.

[1] The scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

FACTOR 15: PROFESSIONAL ETHICAL OBLIGATIONS[2]

Teaching Certificate	N	Mean	SD	F Ratio	Intergroup Differences
Group 1 (Level IV or less)	7	2.66	.53	3.36*	4>1
Group 2 (Level V)	20	3.11	.50		
Group 3 (Level VI)	38	2.96	.46		
Group 4 (Level VII)	43	3.18	.46		

Continued

*Significant at .05 level.

[2] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Table 5.14 (Continued)

FACTOR 17: ADMINISTRATIVE EXPERIENCE/TRAINING[3]

Teaching Certificate	N	Mean	SD	F Ratio	Intergroup Differences
Group 1 (Level IV or less)	7	2.29	.53	7.16*	4>1, 3>1
Group 2 (Level V)	20	2.75	.62		4>2
Group 3 (Level VI)	38	3.04	.60		
Group 4 (Level VII)	43	3.21	.53		

* Significant at .05 level.

[3] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4: High.

Responses by Commitment to Beliefs of a Church

All schools in Newfoundland operate under a denominational system of education. In essence, all schools come under church control with the 33 school boards being organized by religion. It is understood that the values and religious principles of the four identifiable church groups which operate schools throughout Newfoundland and Labrador are expected to be upheld by both principals and teachers.

On the questionnaire, all principals were asked to respond to a question regarding their commitment to the beliefs and practices of their church. All 110 respondents declared their level of commitment. For the purposes of simplification, data were grouped in three categories: Group 1 (*not/slightly committed*, n = 10); Group 2 (*moderately committed*, n = 39); and Group 3 (*strongly committed*, n = 61 respondents).

Table 5.15 is an outline of the significant differences identified in the one-way analysis of variance of the ethical influence factors as classified by church commitment. Of the 17 factors, eight factors were identified as having significant differences, while nine did not.

Table 5.15

One-way Analysis of Variance of Ethical Influence Factors
Classified by Commitment to Beliefs and Practices of their Church

FACTOR 3: RESPONSE TO PERCEIVED UNETHICAL ORGANIZATIONAL DEMANDS[1]

Commitment	*N*	Mean	*SD*	*F* Ratio	Intergroup Differences
Group 1 (Not/Slightly Committed)	8	1.75	.53	5.95*	3>1
Group 2 (Moderately Committed)	33	2.38	.74		
Group 3 (Strongly Committed)	48	2.76	.92		
	(*N* = 89)				

*Significant at .05 level.

[1] The scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.

Table 5.15 (Continued)

	Group 1 (No/Slight)		Group 2 (Moderate)		Group 3 (Strongly)			
(Total *N* = 110)	(*N* = 10)		(*N* = 39)		(*N* = 61)			
Factor	Mean	*SD*	Mean	*SD*	Mean	*SD*	*F* Ratio	Intergroup Differences
4. General Education Influences[2]	2.35	0.28	2.34	.28	2.11	0.44	5.07*	2>3
6. Organizational Ethical Obligations[3]	3.50	0.53	3.68	.44	3.92	0.41	8.95*	3>1, 3>2
7. Personal Ethical Obligations[3]	3.37	0.44	3.38	.45	3.60	0.41	3.37*	3>2
10. Organizational Role Influences[3]	2.15	0.53	2.60	.61	2.70	0.44	4.88*	3>1, 2>1

Continued

*Significant at .05 level.

[2] The scale used was: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree.
[3] The scale used was: 1 = Never; 2 = Sometimes; 3 = Often; 4 = Always.

Table 5.15 (Continued)

	Group 1 (No/Slight)		Group 2 (Moderate)		Group 3 (Strongly)			
(Total *N* = 110)	(*N* = 10)		(*N* = 39)		(*N* = 61)			
Factor	Mean	*SD*	Mean	*SD*	Mean	*SD*	*F* Ratio	Intergroup Differences
11. Nonconsequentionalist Principles[a]	3.53	0.42	3.68	0.36	3.83	0.23	5.77*	3>1, 3>2
12. Consequentionalist Principles[a]	3.75	0.37	3.66	0.32	3.83	0.24	3.91*	3>2
16. Religious Commitment[a]	2.35	0.67	3.03	0.61	3.68	0.44	36.7*	3>1, 2>1 3>2

* Significant at .05 level

[a] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Responses by Commitment to Beliefs of a Church (cont.)

As a general statement, respondents with a higher level of church commitment agreed more that these were significant factors in influencing their professional ethical behaviour. The only factor in which a lower response to the commitment question resulted in a significant difference was Factor 4, "general education influences". Group 2 (*moderately committed*) respondents acknowledged that this was more of an influence factor than Group 3 (*strongly committed*) respondents.

Concerning Factor 3, "response to perceived unethical organizational demands", Group 3 principals (*strongly committed*) perceived this factor to exert more influence than Group 1 respondents (*not/slightly committed*). As well, in examining Factor 6, "organizational ethical obligations", Group 3 respondents agreed significantly more than either Group 1 or Group 2 respondents that this influenced their professional ethics. With respect to Factor 7, "personal ethical obligations", Group 3 respondents also considered this to be more of an influence factor than Group 2 respondents. In appraising Factor 10, "organizational role influences", both Group 3 and Group 2 respondents agreed that this factor was more of an influence than respondents in group 1.

With regard to Factor 11, "nonconsequentionalist principles", Group 3 respondents rated this factor (which contained items related to these specific ethical principles) as more influential than Groups 1 and 2 respondents. In looking at Factor 12, "consequentionalist principles", Group 3 (*strongly committed)* principals considered these ethical principle statements to be more influential than Group 2,(*moderately committed*) principals.

Finally, in looking at Factor 16, "religious commitment", respondents who classified themselves as *strongly committed* (Group 3) felt this to have more influence on their personal ethical behaviour than those in either Group 1 or Group 2. As well, Group 2 *moderately committed* respondents felt this to be more influential than Group 1 (*not/slightly committed*).

It would appear that some of these factor differences have logical and reasonable explanations. The most noteworthy is Factor 16, "religious commitment". Respondents who are "highly" spiritually committed to a church would understandably recognize this as a very influential factor in their professional ethics. As well, the selection of Factor 11, "nonconsequentionalist principles" and Factor 12, "consequentionalist principles" appears to indicate that "highly" committed respondents consider these two different ethical principles more in their ethical decision-making work than those who have less religious commitment. This begs the question, whether a more "strongly committed" principal makes a more caring principal because of the influence of nonconsequentionalist principles? Does it also make a "more" ethical principal?

Of some uniqueness was the outcome associated with Factor 4, "general education influences". This result would appear to suggest that respondents who are "strongly committed" to the beliefs and practices of a church have achieved their professional ethics through the "spiritual" dimension rather than through general education influences.

Responses by Familiarity with NTA Code of Ethics

In Newfoundland and Labrador, all teachers and principals are members of the Newfoundland Teacher's Association. This organization is responsible for the professional development of approximately 10,000 teachers across the province. Three classifications were used to group the respondents according to their familiarity with the NTA Code of Ethics. These were: Group 1 (*not/slightly familiar*); Group 2 (*moderately familiar*) and Group 3 (*strongly familiar*).

Of the 17 factors, only two were identified as having significant differences. These were both at the .05 level and are outlined in Table 5.16. In viewing Factor 15, "professional obligations", respondents in Groups 2 and 3 deemed this to have a higher influence on their professional ethics than respondents in Group 1. In considering Factor 17, "administrative training/experience," Group 3 respondents considered this to exercise higher influence than either Groups 1 or 2.

It would appear that these findings might reflect some very obvious explanations in terms of the significant group differences. Those respondents in Groups 3 and 2 (*moderate/strong familiarity*) with the NTA Code, would normally see this as influencing their professional ethics. As well, it would be natural for those who had less familiarity with the NTA Code of Ethics to feel that this factor exerted less influence.

Table 5.16

One-way Analysis of Variance of Ethical Influence Factors
Classified by Familiarity with NTA Code of Ethics

(Total N = 109)	Group I (Not/Slight Famil.) (N = 19)		Group 2 (Mod. Famil.) (N = 58)		Group 3 (Strong Famil.) (N = 32)			Intergroup
Factor	Mean	*SD*	Mean	*SD*	Mean	*SD*	*F* Ratio	Differences
15. Professional Obligations[1]	2.70	0.39	3.07	0.40	3.23	0.60	7.88*	3>1, 2>1
17. Administrative Training/Experience[1]	2.79	0.51	2.89	0.69	3.36	0.52	8.79*	3>1, 3>2

* Significant at .05 level

[1] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Responses by School Board's Written Ethical Guidelines

The significant differences identified in *t* tests of the ethical influence factors as classified by the principals' school board possessing written ethical guidelines is reported in Table 5.17. From the total of 107 principals, 39 (36.4%) reported that their boards had written ethical guidelines. Sixty-eight (63.6%) of the principals reported that their boards did not have kind of written guidelines. Of the 17 factors, four were identified as having a significant difference, two at the .05 level and two at the .01 level.

Both Factor 6, "organizational ethical obligations", and Factor 14, "organizational/structural expectations", presented significant differences at the .05 level. Group 1 respondents (those with written ethical guidelines) agreed more than Group 2 respondents (no written ethical guidelines) that both of these factors had influenced their professional ethics.

As well, Factor 10, "organizational role influences", and Factor 16, "religious commitment" showed very significance differences at the .01 level. This indicated that principals from boards having written ethical guidelines in place, found these factors to have more influence on their professional ethics than those respondents whose boards had no written ethical guidelines. On the remaining 13 factors no significant differences were found.

In summary, the ethical influence factors varied little by whether boards had written ethical guidelines. Despite this fact, it would appear that respondents in boards with written ethical guidelines were more conscious of their relationship to the organization vis a vis professional ethics.

Table 5.17

T Tests of the Ethical Influence Factors Classified by School Board's Written Ethical Guidelines

Factor	Group 1 (Written Guidelines) (N = 39) Mean	SD	Group 2 (No written guidelines) (N = 68) Mean	SD	t value
6. Organizational Ethical Obligations[1]	3.90	0.24	3.73	0.44	2.47*
10. Organizational Role Influences[1]	2.81	0.52	2.51	0.52	2.89**
14. Organizational/Structural Expectations[2]	3.03	0.54	2.80	0.58	2.08*
16. Religious Commitment[2]	3.60	0.47	3.25	0.47	3.84**

* Significant at .05 level
** Significant at .01 level

[1] The scale used was: 1 = Never; 2 = Sometimes; 3 = Often; 4 = Always.
[2] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

Responses by School Board Unwritten Ethical Guidelines

Table 5.18 is a report of the significant differences identified through *t* tests of the ethical influence factors as classified by the respondents school boards espousal of unwritten ethical guidelines. Sixty-one (56.4%) of the 110 respondents acknowledged that their school boards had unwritten ethical guidelines. This compared with 39 (35.5%) respondents who noted that their school boards did not have unwritten ethical guidelines. Nine (8.2%) respondents did not answer.

Of the 17 factors, four were identified as having significant differences at the .05 level and one at the .01 level. Principals who stated that their boards had unwritten ethical guidelines were more likely to consider these as a "higher" influence: Factor 6, "organizational ethical expectations"; Factor 9, "school environment ethical expectations"; Factor 10, "organizational role influences", and Factor 11, "nonconsequentionalist principles". In regard to Factor 16, "religious commitment", the difference was significant at the .01 level. On the remaining 11 factors, no significant differences were identified.

In summary, the 17 identified ethical influence factors varied somewhat by whether the respondents boards had unwritten ethical guidelines or not.

Table 5.18

T Tests of the Ethical Influence Factors Classified by School Board's Unwritten Ethical Guidelines

	Group 1 (Unwritten Guidelines) (*N* = 62)		Group 2 (No unwritten guidelines) (*N* = 39)		t value
Factor	Mean	*SD*	Mean	*SD*	
6. Organizational Ethical Obligations[1]	3.85	0.31	3.67	0.49	2.05*
9. School Environment Ethical Expectations[1]	3.07	0.51	2.81	0.58	2.43*
10. Organizational Role Influence[1]	2.72	0.54	2.44	0.52	2.60*
11. Nonconsequentionalist[2]	3.80	0.26	3.66	0.39	2.04*
16. Religious Commitment[2]	3.46	0.66	3.09	0.70	2.70**

* Significant at .05 level
** Significant at .01 level

[1] The scale used was: 1 = Never; 2 = Sometimes; 3 = Often; 4 = Always.
[2] The scale used was: 1 = None; 2 = Low; 3 = Moderate; 4 = High.

SUMMARY

This chapter has presented statistical findings related to Research Questions One and Two. The primary aim of the study was to explore, identify, and categorize those significant factors which influence the professional ethical behaviour of school principals in Newfoundland and Labrador. A secondary aim was to determine if the perceived influence factors varied according to the respondents school, personal, and organizational characteristics.

Part A provided data demonstrating the respondents reactions to a wide variety of statements related to factors which have or are influencing their professional ethical behaviour. Generally, principals considered themselves and their colleagues as displaying a high degree of professional ethical behaviour. They also reported that current educational practices, superintendents and immediate superiors have influenced their professional ethical behaviour. The item noted as having a high influence by 88.2% of the respondents was their personal commitment to integrity. For purposes of reducing the 65 ethical influence item statements to a manageable level, a factor analysis was also conducted. Seventeen factors were identified through this process.

Part B contained a report of the responses of principals in the identification of group differences.

Through the use of one-way analysis of variance and *t* tests, data were obtained relative to Research Question 2. This question attempted to determine whether factors influencing the principals professional ethical behaviour were related to or varied according to (a,) school characteristics (setting, kind and size); (b.) personal characteristics of the principal (gender, age, level of education, church commitment, familiarity with NTA Code of Ethics), and (c.) selected school board characteristics (espousal of written or unwritten ethical guidelines).

Generally, the influence of school characteristics varied little with the 17 identified factors. However, there was greater variation with the personal characteristics of the principal. Specifically, there were eight significant differences identified among the three categories of church commitment. In regard to selected school board characteristics, 4 significant differences were identified among those respondents whose school board's had written ethical guidelines. As well, 5 factors were identified as having significant differences by principals who reported that their school board's had unwritten ethical guidelines.

In brief, there were numerous significant differences identified among the ethical influence factors and the characteristics of schools, school boards, and the personal characteristics of the respondents.

CHAPTER 6

ANALYSIS OF FINDINGS RELATED TO RESEARCH QUESTIONS 3 AND 4

INTRODUCTION

A response to Research Questions 3 and 4 is provided in Chapter VI. Specifically, Part A deals with Research Question 3. This section is an attempt to provide an understanding of the ethical considerations impinging on the ethical decisions and actions of school principals as they deal with situations in which there are no normative ethical guidelines. As conceptualized by Immegart and Burroughs (1970), "means" ethics refers to approaches, procedures and strategies used by principals as they interact with their publics. These ethical courses of action are most often pragmatic because of the absence of precise ethical guidelines. As many writers have commented, principals must often be their own ethicists as they contemplate different courses of action.

A response to Research Question 4 is reported in Part B of this chapter. This question explored whether ethical considerations advanced by the respondents in Scenarios 1 and 2, varied according to three sets of primary characteristics. These were the respondents school characteristics (setting, size, and level); distinctive personal characteristics of the respondents (gender, age, administrative experience, course work in educational administration, commitment to the beliefs and practices of their church, and familiarity with the NTA Code of Ethics); and organizational (written and unwritten ethical guidelines).

PART A

Introduction

As part of the questionnaire, the respondents were asked to respond to questions involved with two scenarios. Both scenarios posed an ethical dilemma which respondents might face or have faced in their administrative career. The respondents were then asked to choose one of three suggested approaches or write their own method. This questionnaire style followed a similar, but slightly different format as used by Dexheimer (1969) and Guiffre (1978) in their research on the ethics of school superintendents and principals.

The suggested approaches were specifically designed to highlight three possible solutions. One approach "avoided the issue", a second approach was "unethical", while the third was a "simple but ethical" approach. If the respondents were not satisfied with the approaches offered, they could write their own approach. The respondents were asked after the scenarios, to write the *one* ethical consideration which prompted them to *reject* each of the stated approaches. As well, if they wrote their own approach, they were asked to identify the significant ethical consideration(s) which prompted their particular style and approach.

This section, then, is a report of the frequency of approaches selected, together with the respondents ethical considerations which prompted a rejection of each suggested approach. In addition, an analysis is reported of the respondents chosen approaches, together with a review of the significant ethical considerations which prompted the respondents to write their own approach.

As a summary and to provide for a finer and slightly different discrimination, a content analysis was done of the basic ethical principles utilized in the open-ended written approaches.

Scenario 1

Scenario 1 was entitled *What Type of Recommendation?*

> Ms. Young has taught in your school for the past eight years. She has specifically asked you to fill out a recommendation for a teaching position with the Sunnyside School Board on the other side of the province. She has confided in you that she desperately wants to move there because her fiance lives there and she is planning to get married in the summer.
>
> She is not a strong teacher. In fact you have had to counsel with her on a number of occasions but she is slowly improving. Your policy is to give an honest recommendation, which includes covering the strengths as well as the weaknesses of the individual. However, you know how important it is for her to make the move.

She is counting on your good recommendation as teaching positions are scarce. What kind of letter will you write?

Respondents were given the opportunity to respond by choosing one of three suggested responses *or* they could reject all the suggested responses and write their own. If respondents wrote their own approach, they were asked to provide *ONE* ethical consideration which prompted them to reject each stated approach. As well, they were asked to provide *the significant* ethical consideration(s) which caused them to write their *own* specific approach to the problem.

In selecting approach *a.* respondents could decline to write a letter of recommendation and pass it off to the vice-principal. Approach *b.* suggested that since the teacher would probably quit teaching soon, that a strong letter of recommendation be written by the respondent. In selecting approach *c.*, the suggestion was that "you adhere to your usual policy and make no attempt to cover up her weaknesses."

Approaches accepted and reasons for rejection

For Scenario 1, approach *a.* was rejected by all 110 respondents, while approach *b.* was selected by only 2 or (1%) of the respondents. Fifty-two of the 110 respondents (48%) selected approach *c.* while 56 respondents (51%) chose to reject all the offered approaches and wrote their own approach *d*. The following sections detail the responses to the various approaches.

Approach *a*. In Scenario 1, approach *a*. was rejected by all 110 respondents. The reasons given by the 110 respondents for rejecting approach *a*. as a solution to the problem are as outlined.

Thirty-four (31%) rejected it because of concerns with honesty and integrity. Thirty-six or (33%) rejected this approach because of concerns regarding responsibility. A wide collection of written comments indicated significant concerns in this domain:

a. I don't pass off on someone else what I am asked to do.

b. The responsibility is mine: because its a decision which may not be easy to be honest about, would not negate the resp. [responsibility]

c. That would be passing the buck.

d. Unprofessional, dishonest.

e. Commitment to administrative responsibility.

Four (4%) cited "compassion" as a reason, one (1%) cited concerns with "fairness" while one (1%) rejected this approach because of "conviction". Thirty-four (30%) provided no response.

Approach *b*. One hundred and eight of 110 respondents rejected this approach as a solution to the problem raised. Seventy-four (69%) cited concerns with "honesty and integrity", the essence of which are contained in the following representative comments:

a. I cannot predict - nor judge: I base a rec. [recommendation] on the present situation, not on what might be.

b. That would not be truthful.

c. Self-integrity.

d. My own integrity.

e. integrity - maintain good reputation.

Two (1%) cited "compassion" as their reason for rejection, while thirty-two (30%) provided no answer.

Approach *c*. Approach *c*. was accepted by 52 respondents. The majority (20 respondents or 36%) cited "compassion" and "respect towards the employee" as their reasons for rejection. The following comments represented this consideration:

a. Loyalty to employee tempered with compassion.

b. She deserves to her total ability shown.

c. Felt it should be qualified somewhat; show faith in the individual.

d. Compassion - usual policy is sometimes cold.

Nine (16%) cited "honesty/integrity" concerns while seven (13%) said it was "not fair". The following statements reflected the written concerns about the "fairness" of approach *c*.:

a. I feel this statement stresses weaknesses and does not represent a sense of fairness in that strengths were not considered.

b. Practicality but no fairness.

Two (4%) simply said it would not be their "approach" while 18 (32%) did not provide an answer.

Analysis of Approach *d.* responses

If the respondents rejected the three declared approaches, they were then asked to respond with their own method. Of the 110 respondents, 56 chose to write their own Approach *d.* In selecting their own approach, 12 of the 56 respondents chose approach *c.* as a basis, but then qualified or expanded on it with written comments. These expansions were deemed as constituting approach *d.*

The comments associated with the distinctive approaches of the respondents choice of approach *d.* contained valuable information. As well, the explanations offered as to those significant ethical consideration(s) which prompted the respondents to write their own approach, gave particular insight into Research questions 3.

Two of the 56 respondents expressed the view that a letter of recommendation should "tell it like it is". The ethical consideration for this response was summarized by one respondent as, "I put myself in the position of one receiving the information". Two principals observed that they would write letters stressing only "strong points", while one would invite further inquiries.

Three principals shared the viewpoint that they would discuss the letter of recommendation that they would be writing directly with the teacher. They would detail the fact to her that they would be writing about her strengths and weaknesses. Two would then leave it up to her whether she still wanted them to write the letter. As a male principal, aged 30-39, with 12 years of administrative experience, summarized:

> I would discuss the facts with her and explain that this is what [I] would have to say. If she does not want this letter then request someone else to write it. I might add that this would be done with tact and understanding.

As another principal wrote, "I want people to be open and honest with me, therefore I must be the same."

Ten of the principals pointed out that they would present an honest recommendation, highlighting both the "strengths and weaknesses" of the teacher. This view is exemplified in the following comment by a male principal, age 40-49, with 23 years administrative experience, 17 of which are in the same school:

> Write a truthful recommendation indicating both strengths and weaknesses. The employer can decide the pros and cons on the basis of a truthful listing of strengths and weaknesses.

The pivotal ethical consideration seems to be embodied in the statement that a letter of recommendation "should not only point out weaknesses".

The overwhelming majority of principals (40 of 56), felt that while the strengths and weaknesses should be included, the point must also be made that the teacher was making improvements. Some of the comments to that affect are reported as follows:

> I would stress the good qualities and tell how the teacher is working and improving in overcoming weakness.

For this respondent (Male principal, 30-39 years of age, 17 years experience) the significant ethical considerations were "compassion and empathy for the teacher".

Another principal (Male, 40-49, 21 years administrative experience) wrote:

> Considering the fact that she is involved with the education and welfare of children I would be honest but stress the fact that there is improvement and therefore promise. Also make her aware that she will have to strive for continued improvement if she obtains a position.

The significant ethical consideration as reported by this principal was a "consideration of students and honesty and fairness to individual".

A female principal, aged 40-49 with 6 years of administrative experience, expressed these ethical considerations.

> I would make no attempt to cover up weaknesses but I would address improvements. Personal teacher welfare would be a second consideration in making a referral. Primary would be responsibility to the children she would teach.

For this principal, the primary ethical consideration was summed up by, "I believe effort and improvement must be rightfully considered".

A male principal (aged 40-49 with ten years administrative experience) phrased his ethical considerations this way: "I write an honest straight forward letter of recommendation emphasizing the strong points but pointing out the weaknesses." Ethical considerations involved a "desire to help the teacher achieve the goal but at the same time to be fair to [the] prospective employer."

A male, elementary school principal with 21 years of administrative experience recommended this way:

> Her strengths would be outlined - weak areas would be pointed out but qualified that she is slowly improving. Also would indicate whether I would recommend her and/or I would not mind continuing to have her on my staff.

For this principal, primary ethical considerations were: "Honesty, professionalism, responsibility which requires me to point out the good and the bad."

A female member of a religious teaching order, aged 30-39 with 18 years of administrative experience, perhaps best summed up the sentiments of this group of respondents as she wrote:

> I would write a recommendation not covering up her weaknesses but stressing her willingness to improve under supervision. I would [not] jeopardize my principles by giving her a glowing recommendation.

For this principal, the primary ethical considerations involved "Honesty with the other administrator, respect for my judgement and justice towards her."

In summary, 56 of 110 respondents chose their own method of dealing with the matter of writing a recommendation. Ten principals would write an honest recommendation pointing out both strengths and weaknesses. 40 of the 56 respondents went beyond that to qualify that the teacher was making improvements and was indeed willing to improve under supervision.

Approach *d.* Ethical Considerations

To illuminate the ethical considerations involved in the choice of their own approach *d.* respondents were asked to indicate the significant ethical considerations involved in their selection. These responses were subjected to a content analysis by the researcher and two other Ph.D. students at the University of Alberta. All the responses were read and classified using two prominent ethical principles as found in the literature on ethics in educational administration.

Strike et al. (1988) have pointed out that both principles (consequentionalist and nonconsequentionalist) are part of the moral concepts of everyone. As they state, "these are the sorts of fundamental moral principles that everyone appeals to at some time or another in making moral arguments" (p.18). In essence, consequentionalist principles rely on the consequences to judge the morality, the "rightness or wrongness" of an action. The best decision is the one that results in the greatest benefit for the most people.

Nonconsequentionalist principles, on the other hand, regard the best and most just decision as the one that respects the equal worth of individuals. The morality of an action is judged by whether people are treated as ends rather than means.

These responses were categorized according to the criteria noted above and classified as: consequentionalist, nonconsequentionalist or other (for those responses that did not fit in either category). For Scenario 1, the interrater reliability was .81, while for Scenario 2 it was .83.

Consequentionalist Principles. In following consequentionalist principles, a decision is taken and actions are engaged in with the end result in mind of producing the greatest happiness for the greatest number. If a person wishes to know whether they are doing the right thing, they must only decide by looking at the consequences of what they are doing. The following comments by a number of principals revealed these considerations:

> a. Write a letter stressing her strengths but making clear there are certain weaknesses that the employer should be aware of.
>
> b. I would be honest with my recommendations re:

Ms. Young outlining her strengths but also her weaknesses.

c. Basically I would feel obligated to point out her strengths and weaknesses.

d. Write a letter giving her strengths and weaknesses[.] recommend other board to feel free to contact me.

e. Give a[n] honest recommendation that would include both her strengths and weaknesses. In addition I would inform prospective employer of the importance [of] getting a position at this time means to the applicant. He then will make his decisions on a complete knowledge of [the] total situation.

Nonconsequentionalist Principles. To follow nonconsequentionalist principles means that the just and ideal decision is the one that respects the equal worth of moral agents. Everyone should be treated to equal opportunity. A decision which is ethical is the action that gives first consideration to the value and dignity of persons. Individuals are treated with respect because they are objects of intrinsic worth. The following comments from principals reveal these considerations:

a. No matter how extensive the weaknesses there are always strengths - if the teacher is showing improvement - that should be indicated in your "recommendation" as well as the notable weaknesses. It would be "unethical" on my part to "send" her to another school under false pretences [on her part (if I give her an inflated recommendation) and on the part of the "new" school who will eventually discover that they have not hired a quality teacher.]

b. I try to be very honest because I believe the teacher is there for the good of the children who deserve the best. I would state the strong points this teacher has and state her willingness to try and improve.
Obviously she is trying to accept the suggestions given. This reccommendation (sic) I feel would have more credibility than one that gives a wrong impression. I would list the areas in which this teacher needs guidance.

c. I would state the facts emphasing (sic) the attempts she's making to improve.

d. It would have to be pointed out that she is overcoming her weaknesses.

e. C - but I would stress her improvements. Many teachers could be described as being "not strong". I would make every attempt to see that the hiring board received a fair appraisal of the teacher's abilities. While her personal romantic situation would be of some concern, it would not affect my professional judgement certainly to the point where I would recommend a poor teacher highly just to get rid of her or to keep her libido active.

Other Responses. Very few responses were classified through content analysis as "other". The only comment considered to fit in this category was one which stated simply, "I would write a letter stressing her strong points".

Summary. The literature revealed that the two fundamental ethical/moral principles that individuals appeal to at some time or another in making decisions revolve around whether people are treated as "means to an end" or as "ends" in themselves. Simply put, in making an ethical decision, the morality of an action can be judged by that which brings the greatest benefit for the most people (consequentionalist) *or* that which gives first consideration to the value and dignity of the individual (nonconsequentionalist).

In summary, the open ended responses were subject to a content analysis based on the use of the two previously mentioned ethical principles. Many comments from respondents reflected these divergent ethical considerations.

Introduction to Scenario 2

The various responses, similar to those with Scenario 1, and associated with Scenario 2 are reported in this section. The comments related to the rejection or acceptance of the various approaches are reported. As well, a content analysis of the open-ended comments associated with the respondents selection of their own approach to dealing with the problem is provided.

Scenario 2

Scenario 1 was entitled *The Loud Knock*.

> Mrs. Jackson, the school principal, had spoken to Justin's father on the phone several times. In fact, just a half hour ago she had called to tell him that Justin had been in a fight. She told him that Justin was being kept after school and that she wished to discuss Justin's conduct with him. Justin was not a bad kid, but if he suspected that he was being laughed at he would fight. This time he had started a fight with several other boys. It was entirely his fault.
>
> As Justin's father charged into Mrs. Jackson's office all 6'1" quivered

> with rage as he demanded to have his son turned over to him. I'll teach that little brat to fight in school," he drunkenly bellowed. "Where is he?"
>
> Mrs. Jackson quietly responded that she had not called him so that he would beat Justin. She merely wanted to discuss his problems. "What's to discuss?'. Mr. Bradley answered. "This belt will say it all". "Where is he?", he demanded. What should Mrs. Jackson do? What would you do?

Respondents were again given the opportunity to respond by choosing one of three suggested responses *or* they could reject *all* the suggested responses and write their own approach. Using a slightly different format from Scenario 1, only those respondents who wrote their *OWN* approach were asked to provide the *ONE* ethical consideration which prompted them to reject each stated approach. As well, only those who chose approach *d.* were asked to provide the *significant* ethical consideration(s) which prompted them to write their *own* specific approach to the problem.

In selecting approach *a.* respondents could tell Mr. Bradley that Justin did not start the fight thus saving him a beating. Approach *b.* stated that confronting a violent and drunken father at this time would be unproductive, therefore the boy should be dismissed and the incident forgotten. Approach *c.*, was to "Tell Mr. Bradley that Justin started the fight and then try to reason with the man."

Approaches accepted and reasons for rejection

Approach *a.* as a method for dealing with the dilemma posed in Scenario 2, was rejected by 109 of the 110 respondents. Approach *b.* was selected by 3 principals while 27 selected approach *c.* Seventy-eight respondents rejected all of the proposed approaches and wrote their own specific ethical solution to the problem posed. Only one respondent did not answer.

In the questionnaire items for Scenario 2, those respondents who wrote their own approach were asked to provide just *one* ethical consideration which prompted them to reject each stated approach.

Approach a. The reasons given for rejecting approach *a.* by the 78 respondents who wrote their own approach were as follows.

Sixty respondents (76.9%) rejected this solution because of concerns with honesty and integrity. As one principal stated, "I would not lie." Another wrote, "Dishonesty creates more problems." Another similarly stated, "Lying will not solve the problem." One respondent rejected approach *a.* in these words, "By telling a lie neither Justin's behaviour or his fathers would be corrected."

Four of the 78 respondents cited "compassion" as the one ethical consideration for rejecting approach *a.* As one principals stated, "The boy's well being to be considered first." Three respondents felt that approach *a.* would be unproductive or unjust in solving the problem at hand. As one wrote, "The child would continue his wrong behaviour. I would be doing him an injustice." Eleven (14%) respondents offered no reply.

Approach *b*. Approach *b.* was rejected by eight respondents who cited concerns with "honesty and integrity."

Twenty-one (30%) of the 78 respondents felt that this approach should be rejected because of compassionate concerns regarding the child's welfare. One respondent noted that approach *b.* showed a "lack of compassion for the boy." Another observed that "the safety of the boy has to be considered", while another principal noted that the "father may harm the boy - compassion for the boy", as his reason for rejecting this approach.

Fifteen respondents felt that approach *b.* was a "cop out" and would solve nothing. As one respondent noted, one "can't put the problem to one side" while another commented that "The problem would still need addressing." One principal noted that "once the matter has been brought up it must be dealt with - regardless of how much time and effort on your part it takes." As another respondent pointedly stated, "The situation must be dealt with."

Eighteen principals (23%) felt that approach *b.* must be rejected because it reflected a lack of responsibility on their part. As one principal commented, this approach would be "shirking administrative responsibility." Another noted that "this would be abducating (sic) your responsibility". As another respondent observed, a principal "can't throw responsibility to the wind." One principal was concerned that the incident could not be forgotten because if something was not done, it "would undermine my authority." As one principal succinctly noted, this approach "wouldn't solve any of the obvious problem (s) - only delay a later confrontation." Fifteen respondents (19%) supplied no answer for their rejection of this approach.

Approach c. Approach c. was selected as an appropriate response by 27 of the 110 respondents. However it was rejected by 78 for a variety of ethical considerations.

Five principals cited concerns with "honesty and integrity" while 14 specified concerns with "fairness and compassion." As one principal noted, "fairness - although he started the fight, others precipitated it by their actions."

Thirteen respondents observed that this approach was "not responsible", "too confrontational", or "unreasonable". Most of the rejection responses, 22 or (28%), indicated that it was an impossible situation in trying to reason with a drunk. As one principal commented, "I would never discuss a problem with anyone while that person was drunk." As another stated, "Mr. Bradley is not in the frame of mind to be reasonable." Similarly, another principal observed that

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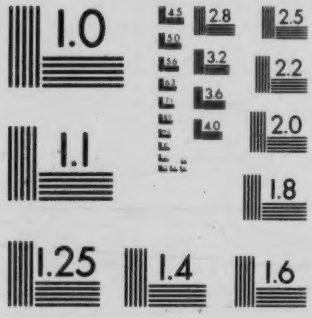
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

there is "nothing to be gained by reasoning with father in this condition."

At the same time, several principals did not see this rejection of approach *c.* as involving any ethical consideration. As one stated, "can't reason with (a) drunken man. I would not think about ethics. It would be more a case of being practical & also accomplishing what I wanted to do." Another wrote, "no ethics. It just isn't wise to try and reason with a drunk in a bad mood." A principal summed it up this way, "I have dealt with just such a case - intuition, kindness, knowledge of background, etc. Mrs. Jackson knew that the father was drunk - why call him at such a time. Dealing with Justin individually is the best bet."

Twenty-two (28%) respondents offered no ethical reasons for rejecting approach *c.*

Analysis of Approach *d.* Responses

As with Scenario 1, if the respondents rejected the three approaches offered, they were asked to respond with their own approach *d.* Five of the respondents chose approach *b.* as a base on which to add additional thoughts while nine of the respondents chose approach *c.* as the basis for their comments. These were counted as constituting approach *d.*

Altogether, 78 respondents selected their own approach *d.* Sixty-five (83.3%) offered comments on the *one* ethical consideration which prompted them to write their own approach. Five principals chose their own approach because they felt it was a "responsible" way to handle the situation. As a male principal, age 30-39, with 7 years of administrative experience, noted:

> "Dismiss" the father - it would be counter-productive to dismiss the boy and forget the incident - - talk to the father when he can reasonably control his emotions.

When asked to describe the ethical considerations involved in this approach the principal observed that:

> As an educator I must act as a reasonable and prudent parent would - - no evading the issue at hand but following a process that will lead to a reasonable and equitable solution to the problem.

Six principals chose their own approach based on, "integrity", "honesty", and "fairplay". As one male principal, with 7 years experience, noted "Point out Justin reacted to provocation, and enlist the family's help in solving the problem." The ethical considerations were summarized as "Honesty, fairplay, recognizing the need to help Justin in his personal as well as academic background."

Eight of the 78 principal expressed the thought that the options suggested did not solve the problem and that the circumstance could re-occur. This view was exemplified in the following comment by a male principal, age 40-49 with 15 years of administrative experience. He stated: "Defer the discussion with Justin's father to a time when he is sober and reasonable. Try to calm him down so that he will not physically abuse the boy when he gets home." For this principal the fundamental ethical consideration was that "Neither of the approaches appear to be the one in this situation which might help Justin's problem." Similarly, a male principal age 30-39 with 12 years in administration observed that the principal should have "Mr. Bradley come back at some other time to discuss the problem." This respondent simply noted for the ethical consideration that "The other three approaches were not adequate to deal with the problem."

Eleven principals were moved by a desire for justice coupled with a feeling of compassion and sympathy for the boy. As a female principal, age 30-39 with 2 years of administrative experience expressed it:

> Try and change Mr. Jackson's attitude - get the conversation turned around from Justin to discuss Mr. Jackson's rage on his drinking; after he is less volatile - he may agree to meet Justin and discuss the issue.

The primary ethical considerations for this principal was "compassion". A male principal, age 40-49, with 19 years of administrative experience, noted that his particular approach of attempting to calm the father down and then explain the circumstances to the father was motivated by "Consideration of parent's anguish and compassion for boy". "Compassion for child: His understanding of his responsibilities ---- proper development." These considerations also motivated a 40-49 year old male principal, with 22 years of administrative experience. His approach would be this:

> I would dismiss the incident for today, send the child home with precautions for his safety. When the father had sobered I would conference with him and work out a suitable punishment agreeable to both the home & the school.

Twenty-seven (34.6%) of the principals expressed the view that they were primarily concerned with the boy's safety and well-being and were motivated to action on that primary consideration. As a female principal, age 40-49, with 6 years of experience observed, the significant ethical considerations were: "Justin's right to protection/ concern that Justin's behaviour reflected a more serious concern which we had not provided for." A male principal, age 50-59 with 15 years of administrative experience commented that in his approach, he would tell Mr. Bradley that Justin started the fight and then try to reason with him. As he also stated, "I would also be inclined to warn Mr. Bradley that the authorities might have to intervene in the case of physical abuse." For this principal, primary ethical considerations involved recognizing that "The child would have to be protected against severe physical punishment." For another male principal with 10 years of administrative experience the primary ethical consideration was, "Concern for the child, concern for finding a longer term solution to the problem."

In summary, 78 respondents chose to write their own method of dealing with the ethical dilemma at hand. Of the 65 who replied, concerns were expressed about "integrity", "compassion and empathy" for the boy, concern about the boy's safety and well-being, and "for finding a longer term solution to the problem".

Content Analysis of Approach *d* Ethical Considerations

As with Scenario 1, the principals responses were subjected to a content analysis by the researcher and another Ph. D. student. The wide range of 65 responses were classified according to three categories as before: consequentionalist, non-consequentionalist or other (for those responses that did not fit in either category).

Consequentionalist Principles. Consequentionalist principles meant that actions were taken which would result in the greatest happiness for the greatest number. The following comments from the respondents (and agreed upon by the two researchers), revealed these considerations:

a. Explain to the father the seriousness of physical abuse and that if Justin was abused I would be required to report the incident to the authorities. I would then respect the father's right to his son, release him, but monitor what happened closely.

b. Attempt to calm father down - then explain. If situation becomes dangerous, call police. Do not release boy into father's custody until certain situation is resolved.

c. Remind Justin's father that the purpose of meeting him is to help Justin and that it might be better they meet at a more suitable time. Point out consequences of abuse and try and persuade him that phisical (sic) punishment is not the answer and is unlawful.

d. Arrange an alternate meeting with Justin's father when he was more calm and sober.

e. I would call Mrs. Bradley; Try to calm Mr. Bradley and tell him he must seek a more positive approach to disciplining his child, while waiting for the mother to arrive. Advise him that the law would prohibit such a beating.

f. Not bring the child forward - Quietly arrange with Mr. Jackson to return at an appointed time & date. If Mr. Jackson refused to cooperate, inform him of my legal obligation to maintain an orderly school and ask him to leave. Further - I would be prepared to present the case to Social Service officials if I thought the child was in physical danger.

g. I would not discuss Justin's behaviour with his father while he was drunk. I would arrange for another meeting when he was sober - I would check into the way the father treats his son -If I found the father treating his son unjustly I would notify Social Services.

h. I would not pass the child over to an irrational parent. If he didn't listen to reason & insisted on beating the child I would call the police and social services.

i. Difficult to reason with a drunken man. Certainly try reasoning with him, pointing out consequences of his actions, even to (the) point of physical child abuse. Give the man time to settle down, point out that the physical beating will serve no purpose.

Nonconsequentionalist Principles. To follow non-consequentionalist principles meant that the ideal decision is the one that respects the equal worth of moral agents.

Primary consideration is given to the value and dignity of persons and everyone is treated to equal opportunity.

The following comments from principals reveal these concerns:

a. Hopefully I would know the background of most of my students so I would know that Mr. Bradley had a drinking problem and that he could be violent. Therefore, I do not think I would call Mr. Bradley. I would deal with Justin and convince him that his conduct was not to be tolerated. I would also speak with other boys who were inclined to laugh at him.

b. I don't think I'd discuss the fight at all because I believe the man in question is not in a position to reason with me or the child. I would stall him try to reason with him with the hope of discussion at a later date.

c. Deal with Mr. Bradley's rage and threatened behaviour, forget Justin's problem. Have Mr. Bradley return with Justin in the morning and we will deal with the problem and school consequences. In the meantime, Mr. Bradley is to forget the incident until tomorrow.

d. I hope I would have been sensitive enough to detect his (father's) drinking over the phone. I would also have talked to the child prior to the phone call and based on this report....perhaps several other times in an attempt to find a reason for Justin's (problems). (I would have) requested a future appointment to discuss the general concerns -
Next move:
1.) get counsellor involved
2.) I would discuss or initiate a discussion re general family pressures if the situation permitted but otherwise I would focus on the drinking at the time when Justin was not around.

e. delay tactics. Calm him by retelling events in the most positive light. Compliment his concern. Thank his support. Agree profusely when he says something true or responsible.

f. Leave Justin in his classroom. Deal (reason with)

> the father & let him go his way. The next day (or later) without the influence of alcohol on the father calmly discuss the problem.

Other Responses. As with Scenario 1, there were few responses judged by both researchers as constituting this approach. Only one comment, "I would not dismiss the incident, but would know this is not the time to discuss the child's problem", seemed appropriate for this category.

Summary. Generally speaking, the content analysis of responses associated with Scenario 2 revealed a slightly higher consideration for consequentionalist ethical principles. A variety of responses illustrated the ethical considerations associated with each principle.

PART B

Introduction

In this section, answers to Research Question 4 are explored. An attempt is made to determine whether the personal responses to Scenarios 1 and 2, vary according to school characteristics (setting, size, level); respondent personal characteristics (gender, age, administrative experience, coursework in educational administration, current religious commitment, and familiarity with the NTA Code of Ethics); and organizational (written and unwritten) guidelines.

As Hodgkinson (1978) has cautioned, "the day-to-day activity of administration is often downright imprecise, unclean, non-quantitative, emotionally taxing and painful" (p. x). The contextual distinctions advanced in this section and the various questions raised, seem to defy a logical and precise explanation. However, what is important to note is the array of diversity among the respondents and the selected variables.

General Analysis of Responses to Scenarios 1 and 2

In dealing with both Scenarios 1 and 2, three approaches were advanced as possible solutions to the problem posed. If the respondents did not think that the proposed solutions were adequate, they could write their *own* approach. The following table describes the frequency and percentage frequency of how principals chose to respond to Scenarios 1 and 2.

Table 6.1

Frequency and Percentage Frequency Distribution
of Approaches Selected in Scenarios 1 and 2

Suggested Approaches	Scenario 1		Scenario 2	
	f	%f	*f*	%f
Approach (a)	0	0.0	1	0.9
Approach (b)	2	1.8	3	2.7
Approach (c)	52	47.3	27	24.5
Approach (d) "Own response"	56	50.9	78	70.9
No response	0	0.0	1	0.9
Total	110	100.0	110	100.0

In Scenario 1, the response of 110 principals was almost equally divided between approach *c*. and approach *d*. Of 110 respondents, 52 (47.3%) chose approach *c*. while 56 (50.9%) respondents chose their own approach *d*. Only two (1.8%) chose approach *b*., while none chose approach *a*.

In Scenario 2, most respondents (78 or 70.9%) wrote their own approach *d*. while only 32 (24.5%) selected approach *c*. Three chose approach *b*., with one selecting approach *a*. One did not respond.

The Relationship of Selected Approaches with Specific Variables

To explore the relationships among the approaches selected by respondents in Scenarios 1 and 2 and selected school, personal, and organizational characteristics, statistical cross tabulations were performed.

Specific highlights in the examination of Research Question 4 are noted in the following categories.

School Setting. School setting was classified according to 4 categories: isolated, small community, town and city. From Table 6.1, it was determined that approximately half of the respondents in Scenario 1 chose approach *c.* while the other half chose approach *d.* While this was true for respondents in isolated, small communities, and cities, it was not true for those in towns. Of interest was that of 37 respondents in "towns", 21 (or almost 60%) chose their own approach. This begs the question why respondents in towns would be more apt to write their own approach? A possible answer lies in the "professionalism" associated with the more "highly" educated principals located in town schools.

In Scenario 2, 76 respondents wrote their own approach *d.* while only 26 chose the "simple but ethical" approach *c.* This approximate ratio was maintained in all the school setting categories with no major differences noted.

School Size. Schools were classified in 5 categories according to student population: Group 1 (Fewer than 100 students); Group 2 (100-199 students); Group 3 (200-299 students); Group 4 (300-399 students) and Group 5 (400 or more students). As noted earlier, respondents were about equally divided on their choice of approach *c.* or approach *d.* in Scenario 1. However, there appeared to be two noticeable differences. In Group 1 schools (fewer than 100 students), 19 of 29 (65.5%) principals chose their own approach while only 34.8% of principals in Group 2 schools (100-199) chose their own approach. Were principals of Group 1 schools more concerned about teacher recommendations and their own particular approach?

In regard to Scenario 2, there were 109 responses in total, with 27 (24.8%) responses for approach *c.* and 78 responses (71.6%) for approach *d.* This approximate ratio was maintained throughout the five categories, except for Group 3 (200-299) schools. In this category 20 respondents (80.0%) chose approach *d.* while only 5 respondents (20.0%) chose approach *c.* Again it would appear that principals of the smaller schools (especially in this category) were more concerned with providing their own solution rather than accepting one that was offered.

School level. Schools were classified into three categories: Elementary (K-6), High school (7-12) or All Grade (K-12). In both Scenarios 1 and 2, high school principals chose their own approach less than did principals in the other two categories. In Scenario 1, only 10 (34.5%) of 29 chose their own approach *d*. In looking at Scenario 2, 17 (60.7%) of 28 chose their own approach *d*. There were no other noticeable differences and all ratios for both scenarios were the same.

Gender Differences. The selection of different approaches varied greatly according to the gender of the respondents. Concerning Scenario 1, males were equally divided in choosing approach *c*. or their own approach *d*. However more females (61%) opted to choose their own approach *d*. Similarly, in Scenario 2, 68.6% of males chose their own response *d*. while 82.6% of female principals chose their own approach *c*.

These figures appear to pose some very interesting questions. Are female principals more "concerned" and interested in taking time to write their own opinion? Does this translate into more attention and compassion with regard to administrative detail and dealing with teachers being recommended or students in trouble at home? Are female principals generally more sympathetic? In specific terms, approach *c*. in both scenarios was portrayed as being "simple but ethical". Does the fact that more female principals opted to go beyond the "simple", mean that they are more caring? Perhaps these are questions for further research.

Age. The only noticeable difference in Scenario 1 was that only 16 of 36 (44.4%) of principals under forty chose their own approach while considerably more, 33 of 61 (54.1%), in the 40-49 age category chose their own approach. There were no similar differences noted with Scenario 2.

Administrative Experience. For the purposes of classifying total administrative experience, the respondents were divided into 5 groups: Group 1 (1-4 years), Group 2 (5-9 years); Group 3 (10-14 years); Group 4 (15-19 years) and Group 5 (20 or more years).

In general terms, for Scenario 1, approximately half of the respondents again chose approach *c*., while the other half chose approach *d*. There were noticeable differences in only two categories of administrative experience. Eleven of 17 (64.7%) Group 3 principals (those with 10-14 years of experience) chose their own approach *d*. while only 5 (29.4%) chose the "simple but ethical" approach *c*.

This was almost the opposite with Group 4 principals. In this category, only 6 of 21 (28.6%) principals with 15-19 years of experience wrote their own approach *d*. while 14 of 21 (66.7%) chose approach *c*.. All other categories were equally divided.

The differences noticed here also raise questions and invoke speculation. Are principals with less experience more "idealistic", more "concerned" with attention to detail and the predicament of a teacher who wants to receive a good recommendation? On the other hand, are principals with more experience "less" concerned?

In Scenario 2, approximately 70% of principals chose their own approach *d.* while 25% chose approach *c.* In all categories this approximate ratio was maintained. The two exceptions were Group 3 (76.5%) and Group 4 (75.0%) principals who selected their own approach *d.*

From these two sections with Scenarios 1 and 2 it did not appear that it was possible to speculate about levels of "concern" or "compassion", or "attentiveness" to the details of administrative matters.

Educational Administration Coursework. Two groups were categorized: Group 1: (those who had no/some graduate courses in educational administration) and Group 2: (those with a Diploma or Masters degree in educational administration).

In Scenario 1, approximately half of the respondents chose approach *c.* while the other half chose approach *d.* There were no sizeable numerical differences between those who had some graduate courses and those who had Diplomas or Masters degrees.

In Scenario 2, however, almost 80% (78.6%) of principals with Diplomas or Masters degrees chose their own approach *d.* as compared to only 67.2% of those with no/some graduate courses in educational administration. It would appear that coursework in educational administration prepared the respondents for some degree of administrative autonomy.

Commitment to the Beliefs of a Church. Commitment to the beliefs of a church was classified in 3 categories: Category 1 (not/slightly committed); Category 2 (moderately committed) and Category 3 (strongly committed).

In Scenario 1, the majority (98%) of the respondents chose either approach *c.* or approach *d.* Generally, however as the level of religious commitment rose the principals tended to choose their own approach more often. This was consistent with Scenario 2 as well. The following Table 6.2 shows this increase.

Table 6.2

Frequency and Percentage Frequency of
Choice of Own Approach d. and Level of Commitment To a Church

Commitment	Scenario 1		Scenario 2	
	f	%f	*f*	%f
Not/slight	3	30.0	5	50.0
Moderately	17	43.6	28	71.8
Strongly	36	59.0	45	75.0
Total	56	100.0	78	100.0

As with other categories, this section begs a number of questions. A content analysis of responses associated with Approach *d.* in both Scenarios 1 and 2 revealed a compassionate, caring and responsible administrative approach. The ethical considerations, as reported by the respondents, dealt with honesty, integrity and concern for the individuals who were involved in both situations.

In essence it was recognized that approach *d.* went beyond the "simple but ethical" stage to the more concerned, the more compassionate. In this section it would appear that those who were more committed to the beliefs of a church tended to go beyond the simple solution to the creative solution. As Barnard (1938) put it, they appear to have developed a "more complex" morality.

Familiarity with NTA Code of Ethics. Familiarity with the NTA Code of Ethics was categorized by three groupings. Group 1 were those not/slightly familiar. Group 2 were those moderately familiar while Group 3 were those strongly familiar.

The cross tabulations performed on familiarity with the NTA Code of ethics and Scenario 1 showed that as the level of familiarity rose so did the levels of selecting one's own ethical approach *d.* For Scenario 2 this was not the case. Group 2 (moderately familiar) were less inclined to select their own approach *d.* than those in the other two groups. However, it must be pointed out that of those in

Group 3 (strongly familiar) 80.6% chose their own approach. This is shown in Table 6.3.

Table 6.3

Frequency and Percentage Frequency of
Choice of Own Approach *d.* and Levels of Familiarity with NTA Code of Ethics

Familiarity	Scenario 1		Scenario 2	
	f	%f	*f*	%f
Not/Slightly Familiar	8	42.1	15	78.9
Moderately Familiar	28	48.3	37	63.8
Strongly Familiar	20	62.5	25	80.6
Total	56	100.0	77	100.0

Board Having Written Ethical Guidelines. The constraints and values of an organization upon its members are explored in this section. Specifically, the written ethical guidelines of a board and the choices the respondents made in the selection of various approaches in Scenarios 1 and 2.

In Scenario 1, out of 107 total respondents, 54 (50.5%) chose their own approach *d.*, 51 (47.7%) chose approach *c.* while only 2 (1.9%) chose approach *b.*

Generally respondents from those boards which had written guidelines tended to choose approach *d.* more than those who did not have written guidelines.

In Scenario 2, the same was true. Those in boards with written guidelines tended to choose their own approach more than those in boards with no written guidelines.

Boards Having Unwritten Guidelines. Often the informal organizational structure is as powerful as the formal organizational guidelines. This section looked at the respondents choice of approaches from boards which had no ethical guidelines.

In Scenario 1 there appeared to be no real difference in the relationship of unwritten guidelines with the choice of an approach to the ethical problem posed. This was the same situation concerning Scenario 2.

Summary

This section has explored the relationships of selected approaches with a variety of specific school, personal and organizational variables. A variety of crosstabulations were performed to determine whether differences existed.

In general terms, there were small differences in relationship to the respondents school setting, size and level. In considering gender, female respondents tended to choose their own approach more often than males. Also principals with diplomas/Masters Degrees in Educational Administration tended to chose their own approach more often. Of greater interest was the finding that principals who espoused a stronger level of religious commitment tended to choose their own approach more often.

In terms of organizational structure, in boards with written guidelines principals tended more often to select their own approach *d*. This was not the case with boards having unwritten guidelines. There were no noticeable differences in this category.

The Relationship of Respondents Ethical Principle Approach with Selected Variables

In choosing to write their own approach, principals revealed particular methods and considerations in dealing with unique ethical dilemmas. As already presented, a content analysis of the approaches were completed and comments were divided into consequentionalist, nonconsequentionalist and other.

This section explores the question of whether the ethical principles utilized, varied according to school, personal and organizational characteristics of the principal.

School Setting. Of the 55 respondents in Scenario 1 who chose their own approach, a content analysis of responses concluded that 18 (32.7%) expressed consequentionalist principles, 36 (65.5%), nonconsequentionalist and 1 (1.8%) other. Of further interest was that of 21 town principals, 15 (71.4%) used non-consequentionalist principles. Six city principals (85.7%) used non-consequentionalist principles while only one used consequentionalist principles.

On Scenario 2, of the 74 useable responses, 43 (51.8%) were classed as consequentionalist, 29 (39.2%) as non-consequentionalist and 2 (2.7%) as other. In essence there appeared to be no pattern in ethical considerations selected.

Size of School. Of 56 responses to Scenario 1, 18 (32.1%) chose consequentionalist, 37 (66.1%) nonconsequentionalist and 1 (1.8%) other. Generally principals of schools with 200-299 and 400 or more tended towards non-consequentionalist principles in Scenario 1.

In Scenario 2, of 76 respondents, 43 (56.6%) chose consequentionalist, 31 (40.8%) chose non-consequentionalist while 2 (2.6%) chose other. Generally principals of schools with 400 or more students tended to use consequentionalist principles in this scenario more than any other group.

Level of School. In Scenario 1, 17 of 53 respondents (32.1%) were classed as employing consequentionalist principles, 35 (66.0%) nonconsequentionalist and 1 (1.9%) as other. It appeared that elementary principals were more apt to utilize nonconsequentionalist principles in their approaches than principals in other categories.

In Scenario 2, 41 of 72 responses or (56.9%) were judged as consequentionalist, 29 (40.3%) nonconsequentionalist and 2 (2.8%) other. Generally the three groups were equally divided.

Gender. Of the 56 respondents to Scenario 1 there were 42 males and 14 females. Eighteen (32.1%) were classified as employing consequentionalist principles, 37 (66.1%) as nonconsequentionalist and 1 (1.8%) as other. Generally, a greater number of female principles (71.4%) employed nonconsequentionalist principles as opposed to male principals.

This was also true of approaches offered with Scenario 2. A greater number of female principals (52.9%) employed nonconsequentionalist principles as opposed to male principals (37.3%). Again the question must be asked whether females are more compassionate and caring as principals? Are they concerned more with the individual and not so concerned with the consequences of the decisions at hand? From this category and others already explored this seems like a very real possibility.

Age. In Scenario 1, a higher percentage of younger principals tended to employ non-consequentionalist principles more than older principals. In looking at Scenario 2 the opposite was true with older principles tending to use non-consequentionalist principles more than younger. Thus no pattern could be established from the data.

Administrative Experience. No conclusions could be drawn from the cross tabulation of data in this category.

Educational Administration Coursework. In Scenario 1 a higher percentage (68.6%) of those with non/some courses in educational administration employed non-consequentionalist principles than those with a diploma or Masters degree (61.9%).

In Scenario 2, 65.9% of those with none/some courses in educational administration employed consequentionalist principles as compared with 43.8% of those who had a diploma or Masters degree.

Commitment to the Beliefs of a Church. In Scenario 1 principals, generally speaking, who were less committed to their church tended to choose consequentionalist principles more often. On the other hand, principals who were more committed tended to choose non-consequentionalist principles.

In Scenario 2, the opposite was true. Principals who were not/slightly committed chose consequentionalist principles less often than did those who were strongly committed. Conversely, principals who were not/slightly committed tended to employ consequentionalist principles more often than those who classified themselves as moderately or strongly committed. Thus no pattern could be established for this section.

A conclusion which seems to appear is that church commitment does not determine whether consequentionalist or nonconsequentionalist ethical principles are employed.

Familiarity with NTA Code of Ethics. Using three groupings as previously, the crosstabulation of this section revealed that those who showed strong familiarity with the NTA Code of Ethics chose nonconsequentionalist ethical principles more often in Scenario 1.

With regard to Scenario 2, the opposite comment was true. Those with strong familiarity chose consequentionalist principles.

Boards With Written Guidelines. In Scenario 1, respondents whose Boards had written ethical guidelines chose nonconsequentionalist ethical guidelines more often that those who did not have written guidelines.

With Scenario 2, this was the opposite. Boards with written ethical guidelines chose consequentionalist principles more often than those who did not have guidelines.

Boards With Unwritten Ethical Guidelines. In regard to both Scenario 1 and 2, no conclusions could be drawn from the crosstabulation of data.

SUMMARY

Section A was a report of the principals comments as they accepted or rejected the approaches offered in solving the dilemmas posed in Scenarios 1 and 2. For both scenarios, a number of ethical considerations were advanced by the respondents. The approaches which were provided in the questionnaire were rejected for an array of ethical considerations including, administrative responsibility, honesty, integrity, fairness and compassion.

As well, the open-ended ethical considerations and comments associated with both scenarios were classified according to the use of consequentionalist, nonconsequentionalist or other principles.

Section B explored the relationship between the principal's responses to Scenarios 1 and 2 and three main variables: the respondents school (setting, size and level); personal characteristics (gender, age, administrative experience, coursework in educational administration, current commitment to the beliefs of a church, familiarity with the NTA Code of Ethics); and organizational (written and unwritten ethical guidelines). Cross tabulations were performed to evaluate the effects these variables might have had on the approaches chosen and also on the use of consequentionalist, nonconsequentionalist or other ethical principles. It was shown that no conclusive reasons could be given for the respondents pattern of selecting or writing approaches to the ethical dilemmas posed in Scenarios 1 and 2.

Chapter 7

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter begins with a summary of the purpose of the study, and the research design and methodology involved in the study. Section two is a summary of the research findings while Section three is a presentation of the conclusions to the study. Section four contains implications of the study for ethical administrative practice, theory and for further research.

SUMMARY OF RESEARCH DESIGN AND METHODOLOGY

The nature of the study can be described in terms of the purpose, justification for the study, the conceptual framework for the study and the research design and methodology.

Purpose of the Study

The major purpose of the study was to utilize the perceptions of school principals to identify and describe those factors which impact and influence their professional ethical behaviour. Because the study was both descriptive and exploratory in nature, no research hypotheses were developed. Instead, four Research Questions were formulated to address the particular dimensions of the study.

These research questions also sought perceptions about the ethical considerations utilized by school principals in circumstances where there were nebulous or absent ethical guidelines and policies. As well, a secondary purpose of the study was to determine if the perceived ethical influence factors and the ethical considerations employed in non-normative situations varied according to selected school, respondent, and organizational characteristics. The school characteristics included the variables of size, community setting and school level. Personal characteristics of the principals were (gender, age, level of education, administrative experience, coursework taken in educational administration, commitment to the beliefs of a church, and familiarity with the NTA Code of Ethics). Organizational characteristics included school board espousal of written and unwritten ethical guidelines.

In seeking a response to these questions, the current literature on ethics in educational administration was used as a conceptual guide in developing a questionnaire format.

Justification for the Study

The study was justified primarily because of perceived inadequate attention given to the ethical components of administrative action. Society today faces complex ethical dilemmas which have directly influenced the work of schools and school principals. Because of their crucial position, school principals are often called upon to make difficult ethical decisions. Indeed, principals must often be their own "ethicists" in deciding on difficult ethical issues.

In Chapter 2, an historical look at theory, practice and research associated with educational administration revealed that concerns about the "technical" aspects seem to have far outweighed concerns about the "moral" aspects. It was noted that the "ethical/moral" dimension of administrative action is crucial in administration. Thus, this was an meaningful area of educational administration for investigation and analysis.

The practical justification for the study was that of providing a better understanding of what factors influence the ethical considerations of school principals. As well, it was hoped that this study would generate an awareness, an interest in, and further discussion of ethical thought and practice in the work of school principals.

Conceptual Framework

The framework for the study of ethical influence factors was derived from Immegart's and Burrough's (1970) concept of an "ethical screen". This concept views the ethical considerations of school administrators as being derived from five basic sources: society, the profession, their individuality, the organization and the means employed in doing administrative work.

As problems of an ethical nature are confronted, school principals choose the most appropriate ethical standard or standards to guide in their choice of a course of action. Societal ethics are the "norms" or "core values" which govern the behaviour of all members of a society. Professional ethics refer to the ethical duties or obligations of a given job or occupation. Personal ethics are "the unique conscience and set of behaviourial standards"(p. 99) which are part of the very foundation of one's personality. Organizational ethics are those standards or values which are typical to the organization that employs the school principal. Finally, means ethics refers to the standards which apply to the procedures or approaches principals employ in doing whatever they do.

Besides the above model, Immegart's (1988) model of a broad conceptualization of leadership was utilized. This model corroborates the factors and dimensions which impinge on the leadership role of school principals. Thus indirectly the factors impinge ethical considerations. These factors include such terms as "values", "ethics and culture", "environment and expectations", "situations" and "directions, goals or objectives or boundaries for action".

Research Design, Instrumentation and Methodology

Research Design. Because the study was designed to be both descriptive and exploratory in nature, major emphasis was placed on discovering those relevant factors influencing the ethical behaviour of principals. As Charles (1988, p. 8) observed, the purpose of descriptive research "is to describe, clarify and interpret aspects of education as they presently exist." Both quantitative and qualitative data sources were used as a basis for describing the ethical influence factors. The study was exploratory in that it was designed to test a particular approach to examining the factors impinging on the ethical considerations and actions of school principals.

Research Instrumentation. A questionnaire, developed by the researcher, was the main data-gathering instrument. Quantitative data were obtained by 66 fixed response items in the questionnaire. Qualitative data were collected by means of 10 open-ended response items directly related to two given scenarios. Part A of the questionnaire was designed to collect data on selected school, personal and organizational characteristics of the respondents and their school situation. Part B contained the fixed and open-ended response items.

Issues of reliability and validity were addressed in the study through a number of procedures. The Cronbach Alpha analysis was performed to assess the internal reliability of the instrument. Content validity was assumed because the items were developed from a review of the available literature on ethics and school administration. The current literature was used as a basis for developing the item statements and the variables in the study. This instrument was then pilot tested with a class of 16 graduate students at Memorial University of Newfoundland. In addition, revisions were suggested by six professors of educational administration at both Memorial University and the University of Alberta.

Research Methodology. The study was confined to a representative sample of 129 of 555 school principals from across the Province of Newfoundland and Labrador. Before the questionnaire was mailed, letters of support were sought and received from all 33 school board superintendents. Two weeks preceding the initial mail-out of the questionnaire, a letter was sent to the principals indicating that the instrument would be coming. Respondents were assured of anonymity, told how long the questionnaire would take to do and were encouraged to participate in the study.

The questionnaires were mailed in April of 1989 to the random sample of school principals which had been determined with the assistance of the Division of Research, Department of Education. A covering letter, personally addressed and personally signed by the researcher, was included with each questionnaire. The covering letter requested respondents to complete the questionnaire and return it in the enclosed stamped, self-addressed envelope.

The questionnaire survey approach was thought to be the most appropriate for several reasons. The primary reason related to the unique nature of denominational schooling in Newfoundland and Labrador. Because all schools in the province are under the control of church organizations, the 33 school boards across the province possess very distinct and unique organizational philosophies and style. Another reason was that schools were scattered in unique cultural and geographical regions of the province. The diversity of schools in terms of size and level made survey research the most reasonable method of researching this topic and obtaining a broad picture of the ethical considerations of a vast array of school principals.

Of the 129 questionnaires sent out, 110 useable questionnaires were returned. This represented a return rate of 85.2% from school principals representing a school with five students in a remote Labrador coastal village to a large city high school with 850 students and 50 teachers.

Data analysis reflected the descriptive and exploratory nature of the study. Statistical techniques (such as means and standard deviations) were used to describe the samples. Inferential statistical methods such as *t*-tests, one-way analysis of variance, factor analysis and Pearson correlation coefficients were used to examine and compare a variety of different relationships. The open-ended comments associated with the two scenarios were subjected to a content analysis. Aiding in this procedure were two Ph.D. students at the University of Alberta.

SUMMARY OF THE FINDINGS

In this part, findings related to the Research Questions are summarized in four sections. In the first section the ethical influence factors, as determined by a factor analysis, are reported. In the second section, findings are reported as to whether or not the discerned factors varied according to selected school, personal, and organizational characteristics of the respondents. In the third section, the ethical considerations involved with the principals handling of the two Scenarios are reported and summarized. Section four is a description of how the reported ethical considerations as linked with the two scenarios, vary according to selected school and personal characteristics.

Significant Ethical Influence Factors

Research Question 1 sought to identify and categorize the significant influence factors which impinge on the professional ethical behaviour of school principals. In Sections 2, 3, 4, and 5, the respondents reacted to statements concerning those influences which govern their professional behaviour.

Generally, respondents agreed that they have been involved in a growing number of decisions involving ethical issues. As a group, they felt that they and their colleagues displayed a "high" degree of ethical behaviour. They noted that the Newfoundland Teachers Association (NTA) actively encouraged ethical behaviour but were divided on the capacity of the NTA Code of Ethics to provide for answers to ethical problems.

The respondents also reported a low degree of conflict between their professional and organizational ethics as well as between their personal and organizational ethics.

In Section 4, reaction was sought from the respondents to some general ethical statements considered to be part of everyone's ethical makeup. The lowest mean (3.04) was acquired by the "utilitarian" ethical statement: "In my decisions I try to bring the greatest happiness to the greatest number." The highest means were garnered by the ethical statements: "Everyone matters" (3.92) and "My concern is for fair treatment for everyone" (3.85).

Section 5 provided respondents with a summary of important factors deemed to influence their professional ethical behaviour. The influence statement with the highest mean was "My commitment to integrity" (3.85) followed by "My religious upbringing" (3.54). The lowest means were received by the statements "My training in educational administration" (2.54), and "Department of Education ethical expectations" (2.64)

Factors Categorized

For the purposes of data reduction, a varimax factor analysis was conducted on the 66 ethical influence statements in the questionnaire.

In Section 2, the factor analysis for the 29 items resulted in five factors:

1. professional environment ethical influences
2. personal ethical responsibilities
3. response to perceived unethical organizational demands.
4. general education influences
5. organizational absorption

For Section 3, the factor analysis of the 12 items resulted in a five factor solution:

6. organizational ethical obligations
7. personal ethical obligations
8. ethical role conflicts
9. school environment ethical expectations
10. organizational role influences

The factor analysis for the 10 general ethical principle statements in Section 4 revealed three factors.

11. nonconsequentionalist principles
12. consequentionalist principles
13. personal/professional preferences

The factor analysis of the final Section 5, identified a four factor solution. These factors were identified as:

14. organizational/structural expectations
15. professional obligations
16. religious commitment
17. administrative training/experiences

Relationship of School, Respondent, and Organizational Characteristics with the Identified Factors

The identification of group differences with regard to ethical influence factors was based on a factor analysis of the 66 ethical influence statements contained in the questionnaire. Many of the 17 factors were significantly related statistically to school setting, school size, principals gender, age, level of education, commitment to the beliefs of a church, familiarity with the NTA Code of Ethics, and written and unwritten school board ethical guidelines.

Generally, there was greater variation with the personal characteristics of the principal. Eight significant differences were identified among the three categories of religious commitment.

Ethical Considerations in Situations With An Absence of Normative Ethical Guidelines

The results of a content analysis of open-ended comments on two Scenarios were used to report on Research Question 3. These comments illustrated, in the principals own words, a wide range of ethical considerations involved with the specific scenarios. Of importance was the fact that these scenarios involved situations in which there was an absence of specific ethical policies and guidelines.

The comments which were gathered, together with the subsequent analysis, enabled the researcher to confirm the two major ethical approaches utilized by the respondents. These were classified as "consequentionalist" and "nonconsequentionalist" as based on the literature. A third approach was determined and named as a "personal/experience" approach principle.

Ethical Considerations and Variations

In order to answer Research Question 4 cross tabulations were performed to explore the relationships among the approaches selected by the respondents in both scenarios and selected school, personal and organizational characteristics.

Generally, no conclusive reasons could be given for the respondents pattern of selecting various approaches to the ethical dilemmas which were posed. Of interest however, was the finding that female respondents tended to choose their own approach more often than males. As well, principals who espoused a stronger level of religious commitment tended to chose their own approach more often.

CONCLUSIONS

The following generalizations succinctly summarize the conclusions reached in this research.

1. A wide variety of societal, organizational, professional, and personal factors significantly influence the professional ethical behaviour of school principals in Newfoundland and Labrador.
2. The ethical influence factors varied somewhat by school, personal, and organizational characteristics.
3. The ethical considerations, which influence principals in nebulous situations where there is an absence of normative ethical guidelines, appear to relate to consequentionalist and nonconsequentionalist principles.
4. The ethical considerations employed in non-normative situations varies somewhat according to school, personal, and organizational characteristics. No definite pattern could be established however for the approach selected between scenarios.

IMPLICATIONS

Several implications can be identified for consideration from the findings and conclusions drawn from the research. These ramifications are relevant to practice, theory and research and are contained in the following sections.

Implications for Practice

The usefulness of the findings of this research for the practice of educational administration are numerous.

Because of the increase in ethical issues faced by school administrators, it is important for School Boards to have written ethical guidelines in place. The influence of community and organizational influences are very distinct and need to be ratified through a written pattern. These written guidelines would be in addition to the NTA Code of ethics. Above the awareness level, it would appear that school boards must inservice principals on the importance of this topic. School superintendents and immediate superiors were seen as exerting a significant ethical influence. This emphasizes the need for leaders of these organizations to be ethical models.

There is also need, in university training programs in educational administration, for greater consideration, of ethical issues faced by principals in schools. This attention to ethical issues should be practical and done within the realities of the ethical problems presently confronted by educational administrators.

There appears to be little, if any, direction or influence from the Department of Education as principals relate to ethical issues. The fact that the Newfoundland Teachers Association has an ethical code and appears to be responsible for an awareness of ethical issues, should not relegate the Department of Education to a lesser role in this important area.

Implications for Theory

The exploratory findings appear to support the utility of the administrators "ethical screen" (Immegart & Burroughs, 1970). Although there was no attempt to determine which ethical arena or domain takes precedence in a given situation, the research showed the intricacies of the variety of personal, organizational, professional, societal and "means" ethics influence factors.

The exploratory part of the research also showed the importance of the broad conceptualization of leadership as conceptualized by Immegart (1988). Although this leadership model was not directly related to ethical influences, it would appear that this model was useful for showing the general factors which impinge on leadership courses of action in ethical matters.

In summary, the two models, point out the specific constraints and influences which intrude directly on the ethical considerations and actions of school principals.

Implications for Research

As a result of this study, several recommendations for further research into the ethical aspects of the school principalship can be identified.

First, a study should be undertaken of the current, predominant and prevailing ethical/moral problems that are faced by school principals. It is obvious that principals face ethical problems of a far more serious nature than in the past and these need to be delineated.

A secondary study would ascertain the measures, procedures and courses of actions that principals use in dealing with these issues. The current research found that principals were facing an increase in ethical issues. Further research into the type of problems experienced would have strong implications for practical approaches that could be used.

Third, a study should be undertaken of the influence of organizations on the professional ethical behaviour of school principals. The findings from this research point out the need for examining the roles which organizations play in the ethical decision making of school principals. Do organizations add to or take away from personal ethical thought and action?

Finally, and most importantly it is recommended that there be further research into developing an up-to-date model for the ethical decision making processes associated with the school principalship. Most of the current literature berates the fact that school administrators lack ethical directions and philosophical expertise in dealing with situations involving an appeal to ethical principles. A study of this nature would prove invaluable for the day to day realities in which school principals work.

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APPENDIX A

Letter to Superintendents Requesting Permission to Survey Principals in their Districts

First Letter to Principals Regarding Research Questionnaire

Letter Accompanying Questionnaire Sent to Principals

First Reminder Letter

Second Reminder Letter

March 15, 1989

^F1^

Dear ^F2^:

Greetings from my office to yours. I know that this is the season when Superintendents are flooded with questionnaires from aspiring graduate students trying to complete a study. I must confess that I now find myself in that category.

To complete my Ph.D. in Educational Administration from the University of Alberta, I am doing research on the influence that certain factors (i.e. personal ethics, professional ethics, organizational ethics, societal ethics and means ethics) have on the professional ethical behavior of school principals in Newfoundland and Labrador.

To understand the perceived influences of these factors, I am asking a random sampling of about twenty percent of school principals across Newfoundland and Labrador to complete a questionnaire. Please note that I will **not** be factor analyzing returns for principals in specific school boards nor by denominational affiliation. As well, please be assured that all materials will be kept in strictest confidence and handled in the most professional manner. Letters will be mailed directly to principals at their schools, with a questionnaire and a return envelope to facilitate responses.

Before proceeding with this questionnaire, I would like to make you aware of this study, and request your approval in having randomly selected principals within your district surveyed. Accordingly, it would be very much appreciated if you would complete the attached form indicating your support, or lack of same, and return it in the pre-addressed envelope. If you require more details, please feel free to contact me.

In anticipation of your cooperation, ^F2^, please accept my sincere thanks for your kind assistance. See you at the Max Sims Camp in April.

Very sincerely;

Jim Jeffery
Superintendent

March 30, 1989

^F1^

Dear ^F2^:

No doubt you are wondering why you are receiving a letter from the Department of Educational Administration at the University of Alberta. Let me explain. I am presently completing a Ph.D. in that department while working as a school superintendent here in Newfoundland with the Seventh-day Adventist School Board in St. John's.

To attain this degree, I am asking you to do me a favour. I need your help ^F2^ in completing a questionnaire. You are one of only 130 randomly selected school principals from across the province (554 total). In two weeks you will be receiving this questionnaire. It will only take about 25-30 **minutes to complete.** No doubt you realize that for any study a good rate of return is important. That's why I am encouraging you to please take the time to fill out the questionnaire when it comes.

My dissertation research focuses on those significant factors which influence the professional ethical actions of school principals. In other words, how do societies ethics, the organizations ethics, personal ethics, etc. influence a school principals everyday professional ethical actions.

This study has been approved by the University of Alberta and its Research Ethics Review Committee. I have also received permission from your Superintendent ^F3^ for principals in your district to be surveyed. Please be assured that all material will be kept in **strictest confidence** and no one will ever know how you responded. **Anonymity is guaranteed.**

Having been a school principal for many years, I know how every minute counts. Therefore please accept my sincere thanks in advance ^F2^ for this imposition on your valuable time. I'll be anxiously looking forward to receiving your reply.

Very sincerely;

Jim Jeffery
Graduate Student

April 14, 1989

^F1^

Dear ^F2^:

Thank you for taking the time to read my last letter. As promised two weeks ago, here is the document to which I am seeking your response.

I am completely at your mercy when it comes to getting a good rate of return. So, I am asking you ^F2^ to take just a few minutes sometime today to complete this document and return it in the self-addressed, stamped envelope. You are part of a group of only 130 randomly selected school principals from across the province (554 total) and your opinion really is vital to the findings of this study.

I want to assure you again, that all material collected will be handled in the most professional manner, kept in strictest confidence with **anonymity guaranteed.** The code numbers placed on the questionnaires are solely for clerical purposes. As mentioned in my last letter, advance permission has already been obtained from your Superintendent ^F3^ for district principals to be surveyed.

I'll be looking forward to receiving your reply in the next little while. Again, please accept my sincere thanks in advance ^F2^ for this imposition on your valuable time.

Very sincerely;

Jim Jeffery
Graduate Student

May 9, 1989

^F1^

Dear ^F2^;

Within the last few weeks you received a questionnaire entitled **Factors Influencing the Professional Ethical Behaviour of School Principals in Newfoundland and Labrador.**

To date I have received many returns, but I still don't have your specific return. The **May 15 deadline** is coming up and I thought I would send you this reminder.

If you have not yet had a chance to complete the questionnaire, please take just a few minutes today to finish it and drop it in the mail.

If you have already completed and mailed it, a big thank you.

Your time is much appreciated. Perhaps some day I will be able to return the favour.

Very sincerely;

Jim Jeffery
Graduate Student

May 30, 1989

^F1^

Dear ^F2^:

About 6 weeks ago, you received a questionnaire entitled **Factors Influencing the Professional Ethical Behaviour of School Principals in Newfoundland and Labrador.**

The possibility exists (because I have not received yours yet) that the original might have been lost in the mail. Because I am seeking a good return rate (and I have not reached it yet) I am sending out another copy of the questionnaire to you.

I know that this is a busy time for you with exams, sports days, piles of paper, etc., etc. This is just one more burden and I realize that I am asking you to do me a big favour. What else can I say!!

If your are able to fill it out, please accept my sincere thanks in advance ^F2^ for this imposition. I'll be anxiously looking forward to receiving your reply.

Very sincerely;

Jim Jeffery
Graduate Student
106 Freshwater Rd.
St. John's, NF. AIC 2N8

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE

FACTORS INFLUENCING THE PROFESSIONAL ETHICAL BEHAVIOUR OF SCHOOL PRINCIPALS IN NEWFOUNDLAND AND LABRADOR

The purpose of this questionnaire is to obtain information about significant factors which influence the professional ethical behaviour of school principals.

Please answer all the questions. Your comments on the short scenarios are very important. If you wish to comment on any other question or qualify your answer, please use the space in the margins.

Do not sign your name anywhere on the form. The code number at the top right-hand corner of the cover allows me to determine only whether you have returned the questionnaire. It will not be used to identify you in any way in the coding and analysis of data. If you wish your response to be completely anonymous, remove the code number. Again, please be assured that all respondents will remain anonymous and your responses will be treated with the utmost confidentiality.

Please return the completed questionnaire in the self-addressed, stamped envelope provided **before May 15**. Thank you very much for your kind assistance.

Jim Jeffery
Researcher

****

For this questionnaire, the following terms are defined:

Ethics:
concern questions of right and wrong...duties and obligations, rights and responsibilities. It is assumed that there is no important philosophical distinction between the common terms "ethics and morals". Both terms denote **the principles of right and wrong in conduct.**

Values:
concern what we like or what we believe to be good. Often, there is nothing right or wrong about values and our values are a matter of our free choice.

Professional Ethical Behaviour
refers to ethical considerations and actions associated with a given profession.

****

PART A

GENERAL INFORMATION

1. School Data.

(Please fill in the blanks OR circle the number corresponding to your response)

Office Use Only
__1
1--4

a. Which of the following terms best describes the setting of your school?

Isolated..	1	5
Small Community..................................	2	
Town...	3	
City...	4	
Other..	5	
(Please specify) ____________________		

b. What grades are in your school?

Primary (K-3)....................................	1	6
Primary/Elementary (K-6).........................	2	
Elementary (4-6).................................	3	
Intermediate/Jr. High (7-9)......................	4	
Jr./Sr. High (7-12)..............................	5	
Senior High (10-12)..............................	6	
All-Grade (K-12).................................	7	
Other..	8	
(Please specify) ____________________		

c. What is the total student population in your school? ________________ 7-9

d. How many full-time equivalent teachers are employed in your school? ________________ 10-12

2. Personal Data.

a. What is your gender?

Male	1	13
Female...	2	

b. What was your age on January 1, 1989?

Under 30	1	14
30-39	2	
40-49	3	
50-59	4	

c. How many years, including this year have have you been principal in this school? ________ 15-16

d. What is your total years of teaching experience, including this year? ________ 17-18

e. What is your total years of administrative experience,including this year? ________ 19-20

f. What position did you hold immediately prior to becoming a principal?

Assistant/vice-principal	1	21
Department head	2	
Classroom teacher	3	
Guidance/Therapist	4	

g. Which teaching certificate do you hold? ________ 22

h. Which graduate courses/programs have you completed in Educational Administration?

No graduate courses	1	23
Some graduate courses	2	
Diploma in Educational Administration	3	
Masters in Educational Administration	4	
Doctorate in Educational Administration	5	

i. With respect to a commitment to the beliefs and practices of your church, how committed a person do you consider yourself to be?

Not committed at all	1	24
Slightly committed	2	
Moderately committed	3	
Strongly committed	4	

k. What is your satisfaction level in your present job?

Very dissatisfied	1	25
Somewhat dissatisfied	2	
Somewhat satisfied	3	
Very satisfied	4	

l. At the time you became a school principal, did you have a strong desire to become a principal?

Yes...1
No....2 26

m. Do you want to advance from your present position to one of greater responsibility?

Yes...1
No....2 27

n. How familiar are you with the NTA Code of Ethics?

Not familiar.................................... 1
Slightly familiar............................... 2 28
Moderately familiar............................. 3
Strongly familiar............................... 4

o. Does your School Board have written ethical guidelines for school principals?

Yes...1
No....2 29

p. Does your School Board have unwritten ethical guidelines for school principals?

Yes...1
No....2 30

If yes, please comment.

____

____

q. Does your School Board have unwritten ethical expectations for school principals?

Yes...1
No....2 31

If yes, please comment.

____

____

PART B

(This section contains 2 scenarios and 4 Likert scales to which I would ask your response.)

Scenario 1

What Type of Recommendation?

Ms. Young has taught in your school for the past eight years. She has specifically asked you to fill out a recommendation for a teaching position with the Sunnyside School Board on the other side of the province.

She has confided in you that she desperately wants to move there because her fiance lives there and she is planning to get married in the summer. She is not a strong teacher. In fact you have had to counsel with her on a number of occasions. However, she is slowly improving.

Your policy is to give an honest recommendation, which includes covering the strengths as well as the weaknesses of the individual. However, you know how important it is for her to make the move. She is counting on your good recommendation as teaching positions are scarce. What kind of letter will you write?

(Please circle one approach OR reject all and write your own approach.)

a. You decline to write a letter of recommendation and pass it off to the vice-principal who you know will not gloss over her weaknesses.

b. Realizing that she will probably quit teaching soon you write a strong recommendation -- knowing that she will be accepted on the basis of this letter.

c. You adhere to your usual policy and make no attempt to cover up her weaknesses.

d. My approach

1. ____

____

____

2. What **ONE** ethical consideration (i.e. compassion, integrity, etc.) prompted you to reject **each** suggested approach?

Approach a.______________________________________

Approach b.______________________________________

Approach c.______________________________________

3. What **significant** ethical consideration(s) caused you to write your **own** specific approach to this problem?

____

____

2. Please circle the number indicating your level of *agreement OR disagreement* with each of the following statements.

		Strongly Disagree	Dis-Agree	Agree	Strongly Agree	Office Use Only
a.	Principals whom I know, believe that growth and development of students is the foremost goal of the school organization.	1	2	3	4	32
b.	Local community standards greatly influence my current professional ethical behaviour.	1	2	3	4	33
c.	The NTA Code of Ethics plays a major role in determining the professional ethical behaviour of principals in Newfoundland.	1	2	3	4	34
d.	My training in educational administration has prepared me to solve ethical problems.	1	2	3	4	35
e.	My day to day actions as a principal would be considered as a "model" of ethical behaviour.	1	2	3	4	36

		Strongly Disagree	Disagree	Agree	Strongly Agree	
f.	Society's ethical standards greatly influence my professional ethical behaviour.	1	2	3	4	37
g.	Ethically speaking, principals whom I know set a good example for their teachers.	1	2	3	4	38
h.	The NTA Code of Ethics does not provide answers for ethical problems that principals face.	1	2	3	4	39
i.	It is important for principals to spend time in study and reflective thought about personal beliefs concerning professional ethical actions.	1	2	3	4	40
j.	I would rank my professional ethical behaviour in the top 10%.	1	2	3	4	41
k.	School principals whom I know make occasional ethically questionable decisions.	1	2	3	4	42
l.	School principals should expose unethical professional behaviour to public view.	1	2	3	4	43
m.	My Superintendent serves as an important ethical role model.	1	2	3	4	44
n.	I am motivated to behave in a manner that will be viewed as ethical by my superiors.	1	2	3	4	45
o.	Teachers on my staff would say that I display professional ethical behaviour.	1	2	3	4	46
p.	My undergraduate university education helped me to develop a sense of professional ethics.	1	2	3	4	47
q.	Society's expectations for school principals to uphold ethical behaviour is comparable to 10 years ago.	1	2	3	4	48

		Strongly Disagree	Dis-Agree	Agree	Strongly Agree	
r.	Current educational practices influence school principals to develop an ethical awareness.	1	2	3	4	49
s.	In resolving problems, principals need to understand a broad range of ethical principles.	1	2	3	4	50
t.	Society today seems to have little interest in the professional ethical behaviour of principals.	1	2	3	4	51
u.	School principals that I know uphold professional ethical behaviour.	1	2	3	4	52
v.	The university education of teachers ignores the ethical dimension.	1	2	3	4	53
w.	As a school principal I have been involved in a growing number of decisions involving ethical issues.	1	2	3	4	54
x.	When asked to implement a policy which a school principal considers unethical, he/she should:					
	1. resign in protest.	1	2	3	4	55
	2. don't resign but express justifiable dissent.	1	2	3	4	56
	3. refuse to execute the policy.	1	2	3	4	57
	4. follow the policy, but gather support to have it changed.	1	2	3	4	58
	5. Other (please comment) ______________________	1	2	3	4	59
y.	The N.T.A. has actively encouraged professional ethical behaviour among school principals.	1	2	3	4	60

3. Please respond to the following statements.
(Circle the appropriate number).

a. My community is concerned that my school is run on the basis of ethical principles.

Always..................	4
Often...................	3
Sometimes...............	2
Never...................	1

Office
Use Only
61

b. My school board expects principals to uphold strict professional ethical behaviour.

Always..................	4
Often...................	3
Sometimes...............	2
Never...................	1

62

c. School principals should be models of ethical behaviour.

Always..................	4
Often...................	3
Sometimes...............	2
Never...................	1

63

d. Ethical considerations are an important part of my decision-making strategies.

Always..................	4
Often...................	3
Sometimes...............	2
Never...................	1

64

e. Society's ethical standards exerts an influence on the professional ethical behaviour of school principals.

Always..................	4
Often...................	3
Sometimes...............	2
Never...................	1

65

f. School principals should expose unethical behaviour to public view?

Always..................	4
Often...................	3
Sometimes...............	2
Never...................	1

66

g. I am motivated by my peers to behave in a manner that will be viewed as ethical.

Always..................	4	
Often...................	3	
Sometimes...............	2	
Never...................	1	67

h. Teachers on my staff would say that I display professional ethical behaviour.

Always..................	4	
Often...................	3	
Sometimes...............	2	
Never...................	1	68

i. In my work, my professional ethics are in conflict with organizational ethics.

Always..................	4	
Often...................	3	
Sometimes...............	2	
Never...................	1	69

j. School principals that I know regard students and teachers as intrinsically worthwhile and treat them accordingly.

Always..................	4	
Often...................	3	
Sometimes...............	2	
Never...................	1	70

k. My Superintendent serves as an important ethical role model.

Always..................	4	
Often...................	3	
Sometimes...............	2	
Never...................	1	71

l. In my work my personal ethics are in conflict with my professional ethics.

Always..................	4	
Often...................	3	
Sometimes...............	2	
Never...................	1	72

Scenario 2

The Loud Knock

Mrs. Jackson, the school principal, had spoken to Justin's father on the phone several times. In fact, just a half hour ago she had called to tell him that Justin had been in a fight. She told him that Justin was being kept after school and that she wished to discuss Justin's conduct with him. Justin was not a bad boy, but if he suspected that he was being laughed at he would fight. This time he had started a fight with several other boys. It was entirely his fault.

As Justin's father charged into Mrs. Jackson's office, he quivered with rage as he demanded to have his son turned over to him. "I'll teach that little brat to fight in school," he drunkenly bellowed. "Where is he?"

Mrs. Jackson quietly responded that she had not called him so that he would beat Justin. She merely wanted to discuss his problems. "What's to discuss?", Mr. Bradley answered. "This belt will say it all". "Where is he?", he demanded. What should Mrs. Jackson do? What would you do?

(Please circle one OR reject all and write your approach.)

a. Tell Mr. Bradley that Justin did not start the fight thus saving him a beating.

b. Recognizing that confronting a violent and drunken father at this time would be unproductive, dismiss the boy and forget the incident.

c. Tell Mr. Bradley that Justin started the fight and then try to reason with the man.

d. 1. My approach.

____

____

2. If you rejected each of the three given approaches and wrote your own, what **ONE** ethical consideration prompted you to reject **each** suggested approach?

Approach a. ________________________________

Approach b. ________________________________

Approach c. ________________________________

3. What significant ethical consideration(s) caused you to write your own specific approach to this problem?

____

____

4. Please rate the influence the following statements have as you face problems requiring a consideration of ethical principles.

	Influence Scale				Office Use Only
	High	Moderate	Low	None	___2 1--4
a. "Honesty is the best policy".	4	3	2	1	5
b. "I treat people as I would like to be treated".	4	3	2	1	6
c. "Students will respond to understanding and compassion".	4	3	2	1	7
d. "In my decisions I try to bring the greatest happiness to the greatest number".	4	3	2	1	8
e. "I believe in shared decision-making".	4	3	2	1	9
f. "Everyone matters".	4	3	2	1	10
g. "What's good for students is the basis for my decisions".	4	3	2	1	11
h. "I use common sense as the basis for my decision-making".	4	3	2	1	12
i. "My concern is for fair treatment for everyone".	4	3	2	1	13
j. "Students need to learn responsibility for their actions".	4	3	2	1	14

5. **In summary, please rate the importance of the following factors in influencing your professional ethical behaviour.**

	Influence Scale				
	High	Moderate	Low	None	
a. Department of Education ethical expectations.	4	3	2	1	15
b. My religious upbringing.	4	3	2	1	16
c. School Board expectations.	4	3	2	1	17
d. My administrative experience.	4	3	2	1	18
e. My training in educational administration.	4	3	2	1	19
f. My school superintendent's expectations.	4	3	2	1	20
g. My current church commitment.	4	3	2	1	21
h. The NTA Code of Ethics.	4	3	2	1	22
i. Local community expectations for my ethical behaviour.	4	3	2	1	23
j. My commitment to integrity.	4	3	2	1	24
k. My immediate superior.	4	3	2	1	25
l. Society's general concern for ethical behaviour.	4	3	2	1	26
m. Allegiance to the ethical norms of my fellow school principals.	4	3	2	1	27
n. Observed ethical behaviour in my past experience.	4	3	2	1	28
o. Other (please specify) ______________________________	4	3	2	1	29

Thank you very much for completing this questionnaire.

Please return immediately in the self-addressed stamped envelope.